

大学英语四级考试新题型高分攻略

(第2版)

主 编：李思龙 蒙兴灿

副主编：沈梅英 黄 慧 杨晓玲

编 者：(以姓氏笔画为序)

田 燕	朱炼红	刘春霞	刘虹翠	杨 芳
杨 柳	杨渝旻	邹 琼	张玉荣	张 阳
陈 征	金龔华	周腾英	郑雪贞	柯 丹
饶 萍	施慧敏	顾海燕	黄 翔	谢海燕
魏开蔚				

電子工業出版社

Publishing House of Electronics Industry

北京·BEIJING

内 容 简 介

本书是针对 2013 年和 2016 年教育部大学英语四级考试题型改革而编写的一本最新精讲多练教辅书，是在 2014 年第 1 版基础上的修订版。本书透析题型特点，点拨应试技巧；精编 8 套模拟试题，提供 2016 年和 2017 年的 9 份真题；详解模拟试题和真题；书后附有“大学英语四级考试常用词组与搭配”。该书的出版将有助于读者了解新题型，战胜新题型，考出好成绩。

未经许可，不得以任何方式复制或抄袭本书之部分或全部内容。
版权所有，侵权必究。

图书在版编目(CIP)数据

大学英语四级考试新题型高分攻略 / 李思龙, 蒙兴灿主编. —2 版. —北京: 电子工业出版社, 2018.7
ISBN 978-7-121-34826-6

I. ①大… II. ①李… ②蒙… III. ①大学英语水平考试—自学参考资料 IV. ①H310.42

中国版本图书馆 CIP 数据核字 (2018) 第 175560 号

策划编辑: 贺志洪

责任编辑: 贺志洪

特约编辑: 吴文英 杨 丽

印 刷:

装 订:

出版发行: 电子工业出版社

北京市海淀区万寿路 173 信箱 邮编 100036

开 本: 787×1092 1/16 印张: 18.75 字数: 480 千字

版 次: 2014 年 1 月第 1 版

2018 年 7 月第 2 版

印 次: 2018 年 7 月第 1 次印刷

定 价: 45.00 元

凡所购买电子工业出版社图书有缺损问题, 请向购买书店调换。若书店售缺, 请与本社发行部联系, 联系及邮购电话: (010) 88254888, 88258888。

质量投诉请发邮件至 hzh@phei.com.cn, 盗版侵权举报请发邮件至 dbqq@phei.com.cn。

本书咨询联系方式: (010) 88254609 或 hzh@phei.com.cn。

前 言

《大学英语四级考试新题型高分攻略（第2版）》是针对2013年和2016年教育部大学英语四级考试题型改革而编写的一本最新精讲多练教辅书。与以往的四级考试相比，2016年6月首次举行的新四级考试的测试内容和测试题型主要有以下几个方面的变化：

（1）听力理解中的第一部分为新闻听力，共3篇。每篇新闻约150词，考试时播放一遍，然后对新闻内容进行提问，每则新闻题对应2~3个问题，共计7小题；去除以往的短文听写部分。

（2）阅读理解中的原快速阅读理解与2013年12月新题型一样，仍然为长篇阅读理解，但题号改变了。考试时间不变，放在听力之后。篇章后附有10个句子，每句一题。每句所含的信息出自篇章的某一段落，要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题，有的段落可能不对应任何一题。篇章长度和难度不变。

（3）翻译考试与2013年12月新题型一样，仍然为段落汉译英。翻译内容涉及中国的历史、文化、经济、社会发展等，长度为140~160个汉字。考试时间为30分钟，占总分的15%。

（4）写作部分的写作时间不变，仍然为开始考试后的前30分钟，占分比例不变，占总分的15%。

新四级考试的试卷结构、测试内容、测试题型、分值比例和考试时长如下所示：

试卷结构	测试内容	测试题型	分值比例	考试时长
作文	作文	短文写作	15%	30 分钟
听力	短篇新闻 3 段	选择题（单选）	7%	25 分钟
	长对话 2 篇	选择题（单选）	8%	
	听力篇章 3 篇	选择题（单选）	20%	
阅读理解	词汇理解	选词填空	5%	40 分钟
	长篇阅读	匹配	10%	
	仔细阅读	选择题（单选题）	20%	
翻译	汉译英	段落翻译	15%	30 分钟
总计			100%	125 分钟

总体来说，与原考试题型相比，写作题、听力题和阅读题难度相当，而翻译题变成与考研题相同的整段翻译，翻译题难度有所增加。考试时间由原来的120分钟延长至125分钟。

本书具有以下特点：

（1）透析题型特点，点拨应试技巧。对于写作、听力、阅读和翻译4个方面，分别从“题型分解”“应试策略”“试题讲练”三个方面进行论述。帮助学生分解题型，掌握做题技巧。

（2）精编8套模拟试题，提供9份历年真题。8套模拟试题体现最新题型，让学生熟悉考试题型、了解考试难度、把握考试考点。

（3）详解模拟试题和历年真题。内容涵盖参考答案、听力原文和详细解析，通过试题的讲解，帮助学生掌握解题技巧，达到触类旁通的娴熟境地。

（4）书后附有“大学英语四级考试常用词组与搭配”。近1600个四级考试词组与搭配帮助学生复习词汇和词组，有利于在写作、听力、阅读和翻译练习或考试中的应用。

本书根据大学英语四级考试最新要求编写，是在2014年第1版基础上的修订版。该书的出版将有助于读者了解新题型，战胜新题型，考出好成绩。但限于编者水平以及由于时间匆促，书中错漏之处在所难免，恳请读者批评指正。

编 者

2018年2月

目 录

第一部分 题型特点和应试技巧

第一章 写作 Writing	3
一、写作题型分析	3
二、写作应考策略	6
三、写作试题讲练	7
第二章 听力理解 Listening Comprehension	18
第一节 短篇新闻	18
一、短篇新闻题型分解	18
二、短篇新闻题应考策略	18
三、短篇新闻试题讲练	19
第二节 长对话	23
一、长对话题型分解	23
二、长对话应考策略	23
三、长对话试题讲练	24
第三节 短文理解	27
一、短文理解题型分解	27
二、短文理解应考策略	27
三、短文理解试题讲练	29
第四节 短文听写	31
一、短文听写题型分解	31
二、短文听写应考策略	31
第三章 阅读理解 Reading Comprehension	33
第一节 词汇理解	33
一、词汇理解题型分解	33
二、词汇理解应考策略	34
三、词汇理解试题讲练	35
第二节 长篇阅读	37

一、长篇阅读题型分解·····	37
二、长篇阅读应考策略·····	38
三、长篇阅读试题讲练·····	39
第三节 仔细阅读·····	41
一、仔细阅读题型分解·····	41
二、仔细阅读应考策略·····	42
三、仔细阅读试题讲练·····	44
第四章 翻译 Translation·····	50
一、汉译英题型分解·····	50
二、汉译英应考策略·····	51
三、汉译英试题讲练·····	52

第二部分 模拟试题和历年真题

Model Test One·····	57
Model Test Two·····	69
Model Test Three·····	80
Model Test Four·····	93
Model Test Five·····	105
Model Test Six·····	117
Model Test Seven·····	128
Model Test Eight·····	140
2016年12月大学英语四级考试真题(一)·····	151
2016年12月大学英语四级考试真题(二)·····	162
2016年12月大学英语四级考试真题(三)·····	173
2017年6月大学英语四级考试真题(一)·····	181
2017年6月大学英语四级考试真题(二)·····	192
2017年6月大学英语四级考试真题(三)·····	203
2017年12月大学英语四级考试真题(一)·····	211
2017年12月大学英语四级考试真题(二)·····	222
2017年12月大学英语四级考试真题(三)·····	230

第三部分 英语常用词组与搭配及参考资料

附录A 大学英语四级考试常用词组与搭配·····	243
附录B 参考资料·····	294

第一部分

题型特点和应试技巧

第一章 写作

Writing

写作是人们表达思想与信息交流的重要手段之一。因而，学习和掌握一定的英语写作技巧对于英语学习者而言也是必需的。然而，从历年的四级考试成绩来看，写作部分的得分都明显较其他题型低，这与平时缺乏指导和练习是分不开的。为了帮助大家进行有效的训练和备考，本章节将从写作题型分析开始，对四级写作题型进行细致的分析，并提供相应的应考策略，最后通过真题讲解应考策略的具体运用。

一、写作题型分析

改革后的大学英语四级考试在写作题型上变化不大，仍旧是要求考生能在半小时内写出不少于 120 词的短文。而新的《大学英语四级考试大纲》（2016 修订版）对四级写作题的考核要求做了更具体的描述：要求考生能用英语描述个人经历、观感、情感和发生的事件等；能描述简单的图表和图画；能就熟悉的主题发表个人观点；能写常见的应用文；能根据提纲、图表或图画等提示信息做简短的讨论、解释和说明。那么四级作文的命题具体有何特点呢？我们将从以下两个方面进行分析：

1. 四级作文涉及的写作题材

通过分析最近 10 年的大学英语四级作文考题，大家可以很清楚地看到四级作文涉及的题材不外乎三大类，即校园生活话题（见表 1-1）、日常生活话题（见表 1-2）和社会热门话题（见表 1-3）。这些题材均为社会、文化或日常生活的一般常识，不涉及知识面过广、专业性太强的内容，考生比较容易把握并展开话题。

表 1-1 校园生活话题

作文题目	考试时间
Different Options upon Graduation	(2016 年 12 月)
The Impact of Mobile Phone Use on Education	(2015 年 6 月)
The Most Impressing Course/Classmate in My College Life	(2014 年 12 月)
The Most Impressive Campus Activity	(2014 年 12 月)
Introducing Your Campus	(2014 年 6 月)
Education Pays	(2012 年 12 月)
Attention Should Be Given To Spelling	(2010 年 6 月)

(续表)

作文题目	考试时间
Create a Green Campus	(2009 年 12 月)
Elective Course	(2007 年 12 月)
Welcome to Our Club	(2007 年 6 月)

表 1-2 日常生活话题

作文题目	考试时间
An Advertisement to Sell a Bicycle/a Computer/Books	(2017 年 6 月)
A Letter of Thanks (to Friends/Teachers/Parents)	(2016 年 6 月)
The Difficulty in Acquiring Useful Information	(2015 年 12 月)
Impact of Social Networking Websites on Reading	(2015 年 12 月)
Parents' Role in Children's Growth	(2015 年 6 月)
Using Computer Wisely	(2015 年 6 月)
Introducing Your Hometown	(2014 年 6 月)
Introducing China	(2014 年 6 月)
How Should Parents Help Children to Be Independent?	(2010 年 12 月)
Recreational Activities	(2008 年 6 月)

表 1-3 社会热门话题

作文题目	考试时间
How to Best Handle the Relationship between Doctors and Patients	(2017 年 12 月)
The Harm Caused by Misleading Information Online	(2015 年 12 月)
The Impact of the Internet/Cellphone	(2013 年 12 月)
On Excessive Packaging	(2012 年 6 月)
My Views on Online Shopping	(2011 年 6 月)
Free Admission to Museums	(2009 年 6 月)
Limiting the Use of Disposable Plastic Bags	(2008 年 12 月)

2. 四级作文的命题形式

纵观近些年的四级作文考题, 尽管形式丰富多样, 实用性也越来越强, 但总体来说, 都没有超越以下三种命题形式所涵盖的范围:

(1) 提纲作文。这类命题形式是四级作文考试中考生最容易对付的一种题型。通常情况下, 作文的英文标题已经给出, 并提供了较为详细的中文或者英文提纲。这种出题形式所考查的写作体裁基本都为论说文。题目实例如下:

例 1 2006 年 12 月四级作文真题

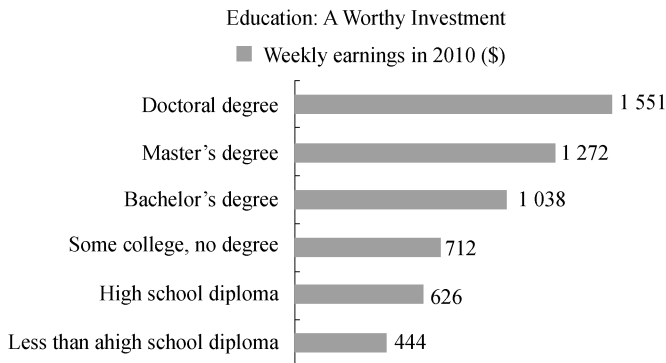
Directions: *For this part, you are allowed 30 minutes to write a short essay entitled **Spring Festival Gala on CCTV**. Write at least 120 words following the outline given below:*

1. 许多人喜欢在除夕夜观看春节晚会;
2. 但有些人提出取消春节晚会;
3. 我的看法。

(2) 图表、图画作文。图表、图画作文由于其灵活性和实用性,在四级作文考试出现的频率越来越高,最近几年几乎年年出现图画作文。图画作文一般在题目中给出一幅或多幅相关的图画,而图表作文展示的是统计表格、柱状图或饼状结构图等。除图表、图画外,题目中有时还会给出作文的标题和一些提示,如提纲等。这类作文一般要写成议论文。对此题型,考生往往觉得较难对付。题目实例如下:

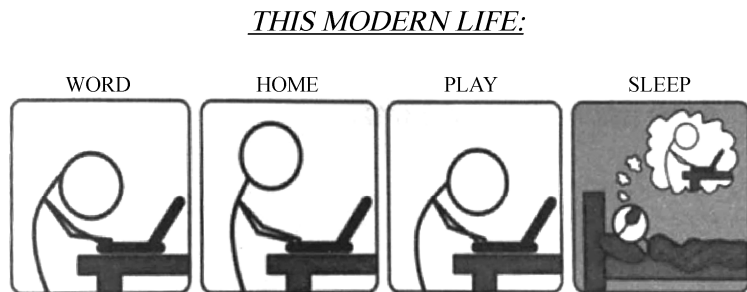
例 2 2012 年 12 月四级作文真题

Directions: For this part, you are allowed thirty minutes to write an essay entitled **Education Pays** based on the statistics provided in the chart below (weekly earnings in 2010). You should give a brief description of the chart first and then make comments on it. You should at least write **120** words but no more than **180** words.



例 3 2015 年 6 月四级作文真题

Directions: For this part, you are allowed thirty minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then comment on this kind of modern life. You should write at least **120** words but no more than **180** words.



(3) 情景作文。这种命题形式会在题目中给定一个情景,诸如时间、地点、人物等,要求考生充分发挥想象力,精心构思出一篇符合情景要求、意思连贯的短文。多数情况下,

这类题型也会提供提纲或者提示,从而避免考生脱离情景随意发挥。应用文是这类题型常考的体裁,因此考生必须掌握对应的基本写作格式。2016年、2017年已经连续两年出现此类题型,考生应该重视起来。题目实例如下:

例4 2014年6月 四级作文真题

Directions: For this part, you are allowed 30 minutes to write a short essay on the following question. You should write at least **120** words but no more than **180** words.

Suppose a foreign friend of yours is coming to visit your campus, what is the most interesting place you would like to take him/her to see and why?

二、写作应考策略

1. 时间分配和写作步骤

四级考试中写作部分分配的时间为30分钟。合理的时间分配和有条不紊的写作步骤对于成功地完成写作非常重要。通过总结多年教学经验,笔者认为这30分钟可以按以下比例分配:5分钟进行审题和拟写提纲;20分钟进行全文写作;5分钟复查语法错误和修改。

为了让大家的写作过程更有条理,整个写作程序又可以细化为以下6个具体的步骤:

第一步,阅读试题指令,审清文章标题;

第二步,推敲考题中给出的提示(如提纲、图画、图表、问题、引言等);

第三步,拟定文章结构和写作提纲;

第四步,搜寻、取舍可用的支撑材料;

第五步,全文写作;

第六步,复查、修改错误。

2. 写作策略

尽管四级作文的命题年年不同,但其文章的基本结构却是大同小异的,一般由三部分组成,即开头(introduction),正文(body)和结尾(conclusion)。这三部分构成作文的一个整体框架,而具体的内容和语言则与命题形式息息相关。下面针对不同的命题形式来具体分析其对应的写作策略。

(1) 提纲作文。提纲作文要求考生必须既紧扣标题,又严格遵守提纲,不能脱离或漏掉提纲规定的作文要点。因此,一般提纲作文给出的提纲有几点,短文就写几段,但如果提纲中仅有两点,则考生可以在构思时增加一个结尾段。考生的审题过程可从以下几个方面进行:首先要对列出的提纲进行分析,并与题目联系起来思考,从而正确把握命题者的意图。然后,考生可根据提纲来设计文章结构并拟写每段的主题句。主题句不可逐字翻译提纲。在此之后,自由搜索写作素材,并从所搜列的原始素材中选取最能说明问题的2~3个要点,选择时还应考虑是否容易下笔展开。

(2) 图表、图画作文。图表、图画作文是一种特殊的提示作文,即提示以图表或者图画的形式出现,提示的信息隐含在图表或者图画之中。因此,考生首先必须仔细研读命题中提供的图表或者图画,从图中的对白、说明、数据、曲线、图形等中搜寻与短文标题相

关并能为自己所用的信息，从而把握其表层信息和深层含义这两方面的内容。表层信息即图表或者图画直接展示的信息，深层含义是指从表层信息中发掘出的事件发生的原因、根源或者其发展趋势等。

(3) 情景作文。比起提纲作文、图表图画作文来，情景作文不但限定了思路和结构，甚至还限定了细节。因此这类作文没有多少自由发挥的余地。所以写此类作文时，考生要特别注意审题，把握文章的中心思想，按给定的情节合理展开内容。这类作文通常为应用文体裁，所以不同应用文的格式也是考查重点之一，格式写作错误将会扣分。因此，考生一定要熟悉常用的几类应用文的写作格式。

三、写作试题讲练

本节主要针对前面提到的几种命题形式，举例并分析其对应的应考策略及如何应用。

1. 提纲作文

提纲作文按其内容的不同又可以分为以下几类：

(1) 观点对比型。这类考题因为需要描述对同一问题的不同看法，所以文章开头就应提出主题，然后再分别介绍人们对此问题所持的不同看法。结尾一般是个人对争论的焦点发表自己看法。通常有两种方法：一种是支持一方并阐述自己的理由；另一种是折中的方法，肯定双方都有道理，然后提出自己不同的见解。真题如下：

例 1 2006 年 12 月四级作文真题

Directions: For this part, you are allowed 30 minutes to write a short essay entitled *Spring Festival Gala on CCTV*. Write at least 120 words following the outline given below:

1. 许多人喜欢在除夕夜观看春节晚会；
2. 但有些人提出取消春节晚会；
3. 我的看法。

【解析】

显而易见，这是一道标准的观点对比型提纲式作文题。其审题和构思过程如下：首先，分析题目和提纲可知，应该写一篇论说文，即在说明的过程中夹有议论。需要说明的是“喜欢观看春晚”和“取消春晚”的原因，然后在评论的基础上给出自己的看法。第二步，根据之前提到的这类作文的写作框架和本题所列的提纲，敲定文章的总体框架：第一段提出“春晚”这个主题，再说明“一部分人喜欢观看春晚”的原因；第二段介绍与其对立的看法，即“春晚应该取消”的原因；第三段说明自己观点及原因，并总结归纳。第三步，搜寻并取舍能支持各段主题句的材料。“喜欢观看春晚”的原因可以是因为这是传统，也可以是因为节目精彩；而认为“春晚应该取消”的原因也有很多，如节目老套，不符合年轻人的审美等。

【范文】

It has been a hot topic for a long time whether the CCTV Spring Festival Gala should be cancelled or not. Many people advocate that CCTV Spring Festival Gala offers a wonderful

opportunity to celebrate this traditional festival, for the Chinese all over the world can share the same happiness and excitement brought by the TV program. In addition, many performances are very impressive, and some can even positively affect our value of life.

However, every coin has two sides. Some people hold that CCTV Spring Festival Gala should be cancelled. One of the most significant reasons may be that this form of celebration force people to spend the eve more passively. What's more, a great proportion of the programs are not attractive enough.

As to me, my favor goes to the former opinion, because CCTV Spring Festival Gala gives us another option to celebrate this important moment. But it is really essential to improve the quality of the programs. And I hope some better forms of celebration will be created in the near future.

(2) 现象阐释型。本类作文命题实际上与观点对比题非常相似，也涉及对立。不同的是，观点对比题是不同人对同一件事情相对立的想法，而现象阐释题是要阐述一件事情相对立的两个方面，通常表现为分析某件事情的利与弊及其原因。这类作文可采用的写作框架是：开头引入题目中提到的现象，略作说明；正文按提纲中的要求说明原因、方法或危害；结尾给出解决问题的方法或是展望未来等。重点的写作部分是正文的原因、危害或解决方法。真题如下：

例2 2011年6月四级作文真题

Directions: For this part, you are allowed 30 minutes to write a short essay on the topic of *Online Shopping*. You should write at least 120 words following the outline given below:

1. 现在网上购物已成为一种时尚；
2. 网上购物有很多好处，但也有不少问题；
3. 我的建议。

【解析】

通过文章标题和中文提纲，我们可以知道本题要求考生从有利、有弊两个方面来分析“网购”这个现象，而不是简单陈述自己的意见。所以，考生应当审清题意，在写作时不仅仅列出“网购”的优点，还必须给出相应的缺点。参考前面提到的写作框架，我们可以将作文分为三段：第一段总述现象并引出话题；第二段从正反两方面来论述“网购”，分别铺陈其优点、缺点；第三段应根据第二段列出的缺点相应地给出防范应对措施。写作素材的搜集主要针对网购的优缺点。“网购”的优点有很多，考生可择其最突出显著的方面来阐述，比如：网购可以节省时间；网购可以节省成本开支等；缺点方面，可以把重心放在诚信方面；为了与优点平衡，还可以考虑加入其他缺点，如无法砍价、试穿、试用等。

【范文】

Nowadays, can we find a person who has not experienced online shopping? Definitely not. Online shopping is coming into fashion in most of cities due to the rapid development of internet technology.

Online shopping is welcomed by most people due to various reasons. From the perspective

of consumer, it can save some time for people who don't have much spare time. Just click the mouse, they can get whatever they want while staying at home. For the retailers, it can cut some costs for those who don't have much circulating funds. They don't have to rent a house and spend money on employees compared with the traditional trade mode. However, there are still some defects in online shopping. First, face to face deal makes online shopping less reliable and trustworthy. Second, people will lose the fun of bargain.

It is undeniable that shopping on the internet has become an irresistible trend in modern society. It's of great urgency that we need to regulate the relative laws in accordance with the rapid growth of online shopping. Only in this way can we enjoy the pleasure and convenience of online shopping without the concern of being treated.

(3) 问题对策型。问题对策型实际上是由现象阐释题演变而来的, 它只涉及坏的、差的那一方面。此类作文的重点在于问题是如何产生的, 以及如何解决问题。因此在简单地提出问题之后, 应该将文章的中心定位于其成因和解决方法上。它的基本写作模式如下: 第一段, 提出问题, 即对现状、形势或者困难的描述; 第二段, 分析问题和解决问题, 即列举做某一件事情或是解决某一问题的几种方法; 第三段, 评价或选择, 即对第二段提及的方法进行简要评价或是从中选择出适合自己的方法并简要叙述选择依据。真题如下:

例 3 2012 年 6 月四级作文真题

Directions: For this part, you are allowed 30 minutes to write a short essay entitled **Excessive Packaging** following the outline given below. You should write at least 120 words but no more than 180 words.

1. 目前许多商品存在过度包装的现象;
2. 出现这一现象的原因;
3. 我对这一现象的看法和建议分析。

【解析】

与其他提纲类作文一样, 写好本篇作文的关键在于紧跟题目所列提纲: 先提出现象, 再分析原因, 最后提出看法和建议。重点应放在分析产生此现象的原因有哪些, 如吸引顾客, 刺激消费, 赚取更多利润等。考生可以选取其中最重要的两三点来阐述其危害, 如浪费资源, 产生不必要的垃圾等。最后, 根据分析出的原因提供相应的建议, 如建立相应的规章制度, 提倡节俭和回收利用等。

【范文】

I assume that you are familiar with the phenomenon of "Excessive Packaging". Taking a look around, we can find examples with ease: a small computer is packed in a thick and heavy carton, clothes are putted in a well-designed plastic bags and moon-cakes are usually placed in delicate boxes.

What are the causes of this problem? On the one hand, to earn more economic gains, a considerable number of manufactures usually wrap their products with unnecessary but appealing materials aiming at attracting customer's attention, arousing their curiosity and then stimulating

their purchasing desire. On the other hand, quite a few customers believe that the more delicate the package seems, the superior the quality will be, the notion has also encouraged the trend of excessive packaging.

To change this situation, I think we should take the following measures. First, laws must be made and implemented to impose restriction on excessive packaging. Moreover, a public education campaign should be launched to arouse customers' consciousness that packaging doesn't equal to quality. Only in this way can we put an end to this trend.

2. 图表、图画作文

如前所述，要写好这类作文，最重要的是仔细研读命题中提供的图表或者图画，特别是图画中的文字提示，图表中发生变化的数字等。通过这些信息提示，考生可以归纳总结出图画要表达的含义，图表中数据体现出的变化、规律等。这类作文的写作框架如下：第一段，描述图表或图画，即所说的表层信息；第二段，分析原因，即发掘图表或图画表层含义下隐藏的深层次社会根源；第三段，预测发展趋势或阐述现象给我们带来的启示。真题如下：

例1 2015年6月四级作文真题

Directions: For this part, you are allowed thirty minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then comment on this kind of modern life. You should write at least 120 words but no more than 180 words.

THIS MODERN LIFE:



【解析】

这是一道典型的图画题，命题中没有中文或英文提纲，只有4幅漫画和英文主题词：This Modern Life（现代生活），但要特别注意的一点是，英文指令明确要求文章要以对图画的描述开始。因此，按照图画题的写作框架，我们可以这样来写：第一段，通过描述图画引入现象。描述图画可以用到的句型包括：① As we can see from the picture, ... ② The picture clearly/vividly shows/depicts that... ③ The picture reveals the phenomenon that... ④ What the picture depicts vividly satirizes... 第二段，展开分析图画中涉及的现象或问题。本题图画侧重的是电脑的负面影响。因此，从正反两个方面进行对比分析时，应该把重心放在负面影响上。第三段，可以根据图画内容参照前面不同类型的提纲作文中第三段的写作方法。本题类似于现象阐述型，可以在文末给出相应的建议或者展望未来。

【范文】

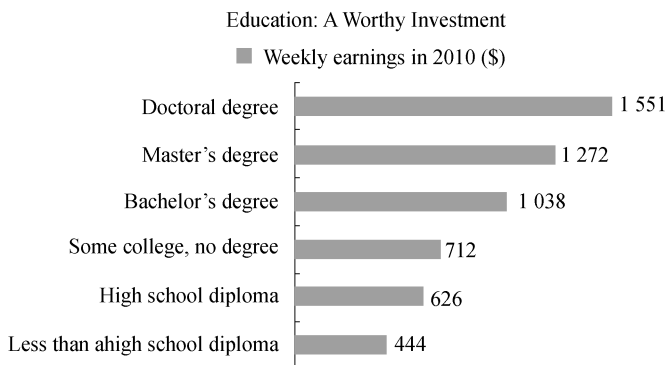
As is graphically depicted in the cartoon, modern life has been dominated by computers. No matter whether the young man is in the office, at home, or in his spare time, the only friend he has is a computer. Even when he sleeps, what is in his dream is still the computer. Apparently, the cartoon aims to reveal the fact that the computer has begun to play a negative role in the modern life.

It's true that the computer has brought great convenience to our modern life. However, the overuse of it may lead to several bad consequences. To begin with, there is evidence that long-term exposure to electromagnetic radiation emitted from computers may cause many health problems, like insomnia, headaches, and even cancer. In addition, when people immerse themselves in the world of computer, they tend to pay less attention to the surroundings, and excessive use of the computer means much less chance of face-to-face interactions with people around them.

In conclusion, in order to lead a healthy life, we are supposed to do more exercises and expose ourselves to the tangible world. Meanwhile, it is about time that we powered the computer off and talked with our friends and family face-to-face. Only in these ways will modern life become more beautiful for you and me.

例2 2012年12月四级作文真题

Directions: For this part, you are allowed thirty minutes to write an essay entitled *Education Pays* based on the statistics provided in the chart below (weekly earnings in 2010). You should give a brief description of the chart first and then make comments on it. You should at least write **120** words but no more than **180** words.



【解析】

这是一道典型的图表题，命题中没有中文或英文提纲，因此相对而言，考生有较大的发挥余地。按照图表题的写作框架，我们可以这样来写：第一段，通过描述图表引入现象。描述图表可以用到的句型包括：①As we can see from the picture/chart/graph that... ②The picture/chart/graph clearly shows that... ③In the year..., it rose/increased/decreased/fell by... percent. ④ In comparison with..., the figure/percentage has nearly/almost/more than doubled/

tripled/quadrupled. 第二段，分析说明“Education Pays”的原因。第三段，我们从中得到的启示，实质就是表达个人观点。

【范文】

The above bar chart clearly shows us education pays in 2010. We see that one with higher education background earns more money weekly than those with lower ones. For instance, the college students with no degree get paid \$712 per week whereas those with a Bachelor's degree can earn \$1038.

Several reasons, in my opinion, can be identified to account for this phenomenon. To begin with, compared with those with comparatively lower education degree, people who have received higher education possess considerably wider knowledge, more remarkable learning and research ability, greater innovation and most of all, resourceful social network, all of which are essential to a high-income work. Also, the higher one's education degree is, the bigger platform he will have to show his ability. For example, his college, university, or research institute will organize various job fairs for them to communicate face to face with employers.

This phenomenon tells us that education is a worthy investment. Therefore, substantial education investment should be strengthened while we, as college students, should study harder to build our country and strive for a better life for ourselves.

3. 情景作文

之前已经提到这类作文通常为应用文体裁，写作时考生要特别注意使用正确的应用文格式。下面具体结合例子来讲述。

(1) 告示、书信题。无论是告示还是书信都是以说明原因或细节为主干的。通常告示开头点题，正文描述原因（好处或害处）和方法步骤，结尾呼吁和落款。书信的开头一般为自我介绍并提出写信目的，正文解释原因或描述过程，结尾表示感谢和期待回信等等。真题如下：

例1 2007年6月四级作文真题

Directions: For this part, you are allowed 30 minutes to write an announcement to welcome students to join to a club. You should write at least 120 words following the outline given below:

1. 本社团的主要活动内容；
2. 参加本社团的好处；
3. 如何加入本社团。

【解析】

一则完整的告示包括标题、日期、正文、署名。告示必须在首行正中央写上标题，本题中标题已经给出：“Welcome to Our Club”。最好在标题右下方写上日期（如果正文中交代清楚，不写亦可）。根据本题的提纲，正文可以写成三段，每点提纲各写一段，详细展开即可。正文时态以现在时和将来时为主。告示的署名可以是个人或单位。针对本考题，应

写单位：某个社团，写在答题卡中间偏右的位置。

【范文】

Welcome to Our Club

June 23, 2007

The Speech Club is organizing school-wide speech training and contests to be held on each Saturday at the Students' Recreational Center. Five prestigious experts and professors will be invited to be speech lecturers and contest judges. For each speech contest, the first six winners will be given awards.

Attending our club has substantial advantages. Firstly, it can improve your ability to deliver a speech which is of utmost significance to your future career and development. Secondly, it can help you to possess self-confidence, enrich your extra curricula activities and make your campus life dimensional, colorful and vigorous. To sum up, the experiences in our club will be extraordinarily unforgettable throughout your life.

Students who are interested in taking part in it may sign up with the monitor of their classes before Tuesday next week (June 26). Everybody is welcome to attend our club.

Speech Club

例2 2016年6月四级作文真题

Directions: For this part, you are allowed 30 minutes to write a letter to express your thanks to your school teachers upon entering college. You should write at least **120** words but no more than **180** words.

【解析】

完整的书信通常包括信头、信内地址、称呼、正文、结束语、落款6个部分，但四级写作中对于书信的格式通常只考核称呼、正文、落款3个部分。在书信的开头和结尾部分可以使用一些套句来自我介绍、说明写信目的、表示感谢、期待回信等。书信的落款一般是个人。一些常用的开头语和结束语有以下几种情况。

1. 开头语

(1) 寒暄或关于“接到你的某月某日的信”。

Excuse me of not writing to you for such a long time.

Your letter dated the 10th inst. (instant 本月) is at hand.

I feel complimented by the kindness of your letter which arrived this morning.

Words can't express my delight of receiving your letter dated Aug. 27.

(2) 点明目的，通知消息等。

I am writing to ask if you can do me a favor.

I have the pleasure to tell you that...

I am very much delighted to inform that...

2. 结尾语

We send you our best wishes.

With best regards.

Looking forward to hearing from you soon.

Love to all of you.

Please give my best regards to your family/parents.

All the luck in the world to you.

本题展开思路如下：第一段表明写信的目的，即表达感谢；第二段阐述感谢的原因；第三段再次表达感谢，并可表述希望有机会可以给对方回报。

【范文】

Dear sir,

I am writing to you to express my thanks for your help in learning English. You are one of the best teachers who I have ever met. There are so many good points that I have learned from you.

During these days in your class, I have acquired much knowledge from you and it really helps me a lot. Firstly, you let me know what the west thinking pattern is, straight thinking pattern. As an English learner, it is important for me to understand the difference between English and Chinese. There is no denying the fact that this can help me with my examination and interaction with foreigners. What's more, I'm glad to be your student, and I am very happy to learn the course under your guidance. English is an important tool, through which we can share our experience with the world. I treasure the chance of learning English, and I enjoy the happiness from your course.

The last but not the least, please forgive those mistakes I have made which may have upset you. What I have learned from you will help me pass the coming examinations and also be useful for my further education in abroad. It is not only a progress of learning, but also a cultivation of my ability.

May everything go well around you.

Your student,
Li Ling

例3 2017年6月四级作文真题

Directions: For this part, you are allowed 30 minutes to write an advertisement on your campus website to sell a bicycle you used at college. Your advertisement may include its brand, specifications, features, condition and price, and your contact information.

You should write at least **120** words but no more than **180** words.

【解析】

本题考的是出售个人物品的广告，其实也是一种特殊的告示，因此也应以说明物品的细节为主。另一个需要注意的事情是广告同告示一样需要有标题，写在第一行的正中央。正文可以写两到三段。正文开头可以用问句、祈使句等广告中常用的句式引起潜在消费者的注意。中间段则以细节描写为主，而且需要包含题目中明确要求描述的品牌（brand）、

规格 (specifications)、产品特点 (features)、使用情况 (conditions) 和价格 (price)。正文结尾段可以用口号等方式呼吁潜在消费者购买, 同时还应按题目要求给出卖家的联系方式。最后是落款, 落款应该写在正文下一行的右下方。

【范文】

Second-hand Bicycle for Sale

Are you tired of walking between blocks on campus everyday? Are you still worried about being late for classes? If your answer is yes, it's time for you to get a bicycle.

To inform anyone who may be interested, I am currently owning a bicycle with good performance for sale. The bike is a blue medium-sized Giant race bicycle. I bought it just six months before, which is still in good condition so far without any mechanical breakdowns or potential problems due to my careful maintenance. Most impressively, you can shift the gear of it to change the speed anytime you like accordingly, which makes it reliable and flexible to ride. I am very sure that it will serve as a portable and convenient vehicle for anyone who enjoys traveling and exercising in an environmental-friendly way.

Regarding of the the merits mentioned above, I would like to sell it for 200 RMB, which is a totally worthy and economic deal to make. Anyone interested or intend to inquire about it, please do not feel hesitated to contact me by calling 138xxxxxxx.

Xiao Li

(2) 演讲致辞型。演讲的主要目的是引起观众的情感共鸣, 以达到传播思想的目的。因此, 演讲词应该观点鲜明, 感情真挚, 语言生动感人。演讲稿通常包括 6 个部分: 问候语、提出话题、论述话题、结束话题、呼吁行动、结尾语。虽然演讲包括以上 6 部分, 但未必需要 6 段。在四级考试中, 可以把问候语、提出话题合为一段, 论述话题一段或两段, 而把结束话题、呼吁行动以及结尾语融在一起为一段。真题如下:

例 4 2005 年 1 月四级作文真题

Directions: For this part, you are allowed 30 minutes to write a campaign speech in support of your election to the post of chairman of the student union. You should write at least 120 words following the outline given below in Chinese.

1. 你认为自己具备什么条件(能力, 性格, 爱好)可以胜任学生会主席工作;
2. 如果当选你将会为本校同学做什么?

【解析】

题目中给出的中文提纲只有两段, 但是根据演讲稿的结构, 我们应该把文章分为三段: 第一段可以在问候后进行自我介绍, 点明演讲的目的; 第二段按照提纲展开, 阐述自己的能力、性格、爱好等, 以说明自己具备当学生会主席的条件; 第三段可以呼吁大家为自己投票, 并说明自己会为大家做什么。

【范文】

Good morning. My fellow friends, I feel very glad and excited to have the honor of being a candidate for the president of the students' union. I am a junior and come from the Foreign

Language department. I think I can be qualified to work for the union as the president for the following reasons.

I joined the department students' union the moment I entered this university, and have been the president of that organization one year later. Consequently, I have accumulated rich experiences in organization activities and communicating with students. Besides, I have a belief of serving for the benefits of students and that of the university as well. Both my fellow department-mates and teachers all give me high praises due to the contributions I made during my term. More importantly, I believe I am a dynamic person full of passion for a variety of things. I am one member of the school basketball team.

If I am lucky enough to be elected the president, I will contribute great efforts to serve the interests of our school. Specifically speaking, I will organize various activities and do more exchanges with other schools to help our learning and make the life even more colorful. I sincerely hope you may give me a chance. Thank you.

(3) 报告叙事型。这类题目可以理解为编写报告,即向某人、某公司或某单位通报值得注意的一些事实的文件。报告有很多种,一般四级考查的是短文式报告,通常包括三部分:引言、正文和结论。当然,正文根据情况不同,也可分为不同的段落。在编写报告时,要尽量用简洁的语言。报告的最后要对主要观点进行分析总结。真题如下:

例5 2003年6月四级作文真题

Directions: For this part, you are allowed thirty minutes to write an eye-witness account of a traffic accident. You should write at least 120 words according to the outline given below in Chinese.

假设你在某日某时目击一起车祸,就此写一份见证书。见证书须包括以下几点:

1. 车祸发生的时间及地点;
2. 你所见到的车祸情况;
3. 你对车祸原因的分析。

【解析】

按照题目要求,本题应该写一份见证书。但这实际上就是向公安部门通报自己目击的一起车祸发生的情况,仍然属于编写报告的范畴,应该以叙事为主。本文的写作框架可以参照短文式报告的格式,即第一部分为引言,简单介绍一下自己并引出发生的交通事故;第二部分为主体,描述车祸的发生过程,要交代清楚人物、时间和地点;第三部分简要地分析一下车祸发生的原因。

【范文】

My name is Liming, a college student. A week ago I saw a traffic accident, which is still vivid in my mind.

The accident happened at about 9:00 on Saturday morning, June 15th, when I went out of the university to visit a friend of mine at another university. I was walking leisurely on the sidewalk when I heard a loud crash of two vehicles just at the T-junction about 10 meters away.

Two taxis crashed together. It was a traffic accident.

I went up and found that the two taxis were badly damaged. Both hoods were out of shape. One door of a car was knocked off and lying on the road. One driver was bleeding and another was shut in the taxi. Some people were trying to help the driver get out of the damaged car. One man was calling to the traffic policeman station. A lot of cars were jammed on the road.

It is clear that the two taxi drivers were so eager to take more passengers and make a little more money that they drove too fast. But it is just one of the reasons. To make it worse, both drivers didn't show concern for each other. Both of them wanted to run in front of the other. Therefore, the accident is inevitable. In my opinion, every driver should keep it in mind that it's always safer to drive a little slower. Taking care of other people's lives means taking care of your own life.

第二章 听力理解

Listening Comprehension

第一节 短篇新闻

一、短篇新闻题型分解

大学英语四级考试听力第一部分为新闻听力，共 3 篇。每篇新闻约 150 词，考试时播放一遍，然后对新闻内容进行提问，每则新闻题对应 2~3 个问题，共计 7 小题。每个问题留有 15 秒的答题时间。考生应根据听到的内容，从试卷上提供的 4 个选项中选出一个最佳答案。

自 2016 年 6 月增设新闻听力以来，所选新闻题材涉猎广泛。出现的题材分别有突发灾害 2 篇、社会公共事务及就业 3 篇、国际军事动态 3 篇、科技创新及研究 3 篇、商业贸易 4 篇、食品安全 1 篇、卫生健康 2 篇。题材广泛，因此对考生的百科知识也提出了较高的要求。

新闻听力部分的问题主要可以分为两类：①主旨类，就新闻主要内容提问；②细节类，就某一细节提问。虽然新闻听力的提问都是“事实类”问题，但由于听懂英文新闻对考生的听力能力、百科知识储备和新闻词汇掌握都有较高的要求，因此新闻听力的考前备考尤为重要。

二、短篇新闻题应考策略

1. 新闻词汇的平时积累

掌握新闻听力词汇是听懂新闻内容的基础。新闻词汇的学习和积累重点不在于拼写和使用，而在于读音和听力的辨识。这些专有词汇主要集中在人名、地名、国名和国际机构等，我们将部分相关词汇细列如表 2-1 所示。

表 2-1 专有词汇罗列

领域	专有词汇
军事战争	extremist, suicide bomber, supervision, espionage, disarm, arrest, ammunition
经济新闻	property, revenue, budget, deficit, penalty, premium, bonus, bailout, bond

(续表)

领域	专有词汇
科技新闻	biological, photosynthesis, caloric, artificial, remote sensing satellite, orbit
文化教育	coverage, compile, bulletin, cultural diversity, abstract, cultural diversity
环境与灾难	casualty, collapse, blizzard, famine, acid rain, magnitude, circulation, collide
国名地名	Scotland, Louisiana, Ohio, Niagara Falls, Libya, Burma, Chile, Tunisian
机构头衔	Earl, agency, Postal Service, Procter & Gamble, the UN Secretary-General
医药健康	diabetes, nicotine, psychological, infection, emission, ecological balance

考生在平时的英语学习和阅读中要注意上述这类专业词汇的掌握与积累，特别是专业词汇的正确读音与辨识，建议可以通过单词学习软件掌握专业词汇的正确读音。

2. 新闻行文结构的掌握

新闻叙事常常使用“倒金字塔”的方式，新闻首句通常会涵盖新闻的时间、地点、人物和事件等要素。2016 年 12 月的一则新闻听力的第一句是这样的：Rescue efforts were underway Thursday morning for 17 miners who were stuck in an elevator below ground at Cargill rock salt mine near Lansing, New York. 句中分别出现了事件（what）：rescue efforts were underway；时间（when）：Thursday morning；人物（who）：17 miners；事由（why）：were stuck in an elevator below ground；地点（where）：at Cargill rock salt mine near Lansing, New York. 可见，听清新闻首句并正确理解，对于整篇新闻内容的掌握起到了至关重要的作用。

3. 预览选项，找出关键词及预测主旨

新闻听力的试卷册部分仅提供每题 4 个选项，不提供题目，因此增加了答题的难度：考生在听力考试正式开始之前无法确定题目，只能通过试卷册提供的选项对新闻的内容主旨进行预测。因此，通过选项所提供信息对新闻内容进行预判就显得尤为重要。预判既包含通过所提供选项对题目的问题进行推测，然后带着问题去听新闻；也包含对选项本身进行筛选。

4. 集中听力，学会笔记

听力考试要求考生精力高度集中，不能有丝毫的马虎与放松。由于听力信息转瞬即逝，而考生要在听完一则新闻之后才知道问题，因此学会边听边做笔记，在听懂的同时，用自己熟悉的符号和缩写形式做笔记，作为回答问题时的线索和思路。

5. 关注时事，注意百科知识的积累与储备

从四级新闻关注的焦点来看，依次为国际商务贸易、国际军事动态、突发自然灾害、科技创新等。备考期间应关注国际新闻时政，增加新闻阅读，关注时事动态，培养对新闻的敏锐性，这样对新闻听力的理解也会起到潜移默化的助推作用。

三、短篇新闻试题讲练

为加强考生对新闻听力的认识，帮助考生灵活运用应考策略，现举例如下。

1. 根据选项，预测新闻主旨、细节及相关问题

新闻一（2016-12）

第一题：

A) Raise postage rates.

B) Improve its services.

C) Redesign delivery routes.

D) Close some of its post offices.

【解析】第一题的选项中未出现相同的词汇，但考生根据选项中分别提及的 postage rates, services, delivery routes 和 post offices，均与邮政相关，可组合线索推断出新闻内容应该涉及邮政服务。

第二题：

A) Shortening business hours.

B) Closing offices on holidays.

C) Stopping mail delivery on Saturday.

D) Computerizing mail sorting processes.

【解析】该题的4个选项无论是“缩短营业时间”“节假日不营业”“周六不派送邮件”还是“电脑分类处理邮件”，都是涉及邮政服务的具体管理措施，所以该题应该是就邮政服务内容等细节提问的。

第三题：

A) Many post office staff will lose their jobs.

B) Many people will begin to complain.

C) Taxpayers will be very pleased.

D) A lot of controversy will arise.

【解析】该题的4个选项提及“失业、抱怨、开心和争议”，应该都涉及新闻事件的影响及后果，因此相关细节是新闻听力的重点。

【录音】The US Postal Service announced today that it is considering closing about 3,700 post offices over the next year because of falling revenues.

Facing an \$8.3 billion budget deficit this year, closing post office is one of several proposals the Post Service has put forth recently to cut costs. Last week, for example, Postmaster General Pat Donahoe announced plans to stop mail delivery on Saturdays, a move he says could save \$3 billion annually. “We are losing revenue as we speak,” Donahoe said. “We do not want taxpayer money. We want to be self-sufficient. So like any other business, you have to make choices.

Dean Granholm, the vice president for delivery and post office operations, said the first wave of closings would begin this fall. He estimated that about 3,000 postmasters, 500 station managers and between 500 and 1,000 postal clerks could lose their jobs.

Questions 1: What is the US Postal Service planning to do?

2: What measure has been planned to save costs?

3: What will happen when the proposed measure comes into effect?

【解析】这则新闻的主题涉及社会公共事务，难点在于专业词汇（经济类）的掌握，如 budget（预算），deficit（赤字），cost（成本），revenue（营业收入）等。叙述结构上属典型的“倒金字塔”式的记叙，新闻首句即包含 who (The US Postal Service), what (considering

closing about 3,700 post offices), when (the next year), why (because of falling revenues), 在听完新闻首句后, 应该能判断出第一题的正确答案是 D。接下来在新闻的详细报道中明确提出了 stop mail delivery on Saturdays, 因此第二题可以直接确定正确答案为 C。新闻最后提到 about 3,000 posters, 500 station managers and between 500 and 1,000 postal clerks could lose their jobs, 可以直接判断第三题正确答案为 A。

2. 边听边做笔记, 关注细节

新闻二 (2016-06)

Questions will be based on the following news item.

第一题:

- A) Whether more airports should be built around London.
- B) Whether adequate investment is being made to improve airport facilities.
- C) Whether the British Airports Authority should sell off some of its assets.
- D) Whether the Spanish company could offer better service.

【解析】通过预览选项, 筛选出关键词 British, Spanish, Airport facilities/assets, 据此预测新闻内容应与航空机场有关。

第二题:

- A) Inefficient management.
- B) Poor ownership structure.
- C) Lack of innovation and competition.
- D) Lack of runway and terminal capacity.

【解析】该题的 4 个选项虽然没有重复出现的关键词, 但无论提及的“缺乏创新和竞争”还是“跑道和登机口不足”等, 都反映了机场管理建设的缺失, 提问应该涉及细节。

【录音】Long queues, delayed flights and overcrowding at airports have become almost as much a topic for conversation in Britain as the traditional complaining about the weather. Meanwhile, there are complaints that poor service at London's major airports is discouraging foreigners from doing business in Britain. Much of the criticism is directed at the British Airports Authority, which runs seven major airports, including the three main ones serving London. The Competition Commission is now to investigate whether the British Airports Authority need to sell off some of its assets. The idea is that competition between rival operators would lead to better service at airports. The British Airports Authority, recently bought by a Spanish company, says the root cause of the problem is not the ownership structure but a lack of runway and terminal capacity, which it is addressing through a program of heavy investment.

Question 1: What is the Competition Commission going to investigate?

Question 2: What is the root cause of the poor service at British airports according to the British Authority?

【解析】边听边做笔记, 特别是当选项出现在听力原文中时, 一定要记下上下文的关键

词，如原文听力中出现“to investigate whether the British Airports Authority need to sell off some of its assets”中，可在选项旁记下 competition commission 作为答题时的线索。当听到第一个问题时就不难选出正确答案 C。原文提到“the root cause of the problem is not the ownership structure but a lack of runway and terminal capacity”时，可在选项 B 旁边标注 not，而在选项 D 旁打钩。当第二题提问“root cause”时即可选出打钩的选项 D。

3. 听懂大意，归纳主旨

新闻三（2016-12）

第一题：

- A) The importance of parents to live together.
- B) Fathers' crucial role in their children's job choices.
- C) The significance of fathers' taking part in family outings.
- D) The important role of fathers in the process of children's growth.

【解析】第一题的 4 个选项中分别出现了 the importance of parents, father's crucial role, the significance of father's taking part, the important role of fathers, 虽然措辞不同，但内容主旨都是关乎在家庭教育中父亲的作用的。

第二题：

- A) Help separated families to form a new family.
- B) Offer better jobs for children in separated families.
- C) Realize the current situations of separated families.
- D) Provide separated families with more material support.

【解析】第二题的 4 个选项中均出现了 separated families，该题是就离异家庭的相关细节内容进行提问的，因此听力过程中如果出现 separated families，则可判断其涉及的细节内容是第二题的答案所在。

【录音】Children who spend large amounts of time with their fathers have higher IQs, according to a new study. Strong fatherly involvement in their early life can improve a child's future career prospects, the research shows. The researchers warned that it was not enough for parents to live together, but that a father should be actively involved in a child's life to benefit their development. Those children whose fathers spent more time with them had a higher IQ and were more socially mobile than those who had received little attention. Jon Davies, chief executive for Families Need Fathers, said, "We hope that research like this will lead to the government to reconsider how poorly served separated families often are and how a child needs a father as well as a mother."

Question 1: What is mainly talked about in the news item?

Question 2: What does Jon Davies hope the government will do?

【解析】听完整篇新闻后，第一题要求考生总结出新闻的内容主旨，难度系数应该不是太大。但此题的难度在于考生在听到 career prospects 很容易跟选项 B 的 job choices 联系在一起，再加上听力考试答题时间有限，考生比较紧张，很容易在没有认真读完选项的情况

下匆忙选择了 B 而犯错。因此,不仅要求考生在听新闻的过程中要细心,掌握要点,即 future career prospects; 同时在审题时要仔细辨析选项 B 指的是“父亲在子女就业方面的作用”,有“当下”的含义,不符合新闻中 future 的意思;选项 D “父亲在子女成长过程中的作用”与 future 含义吻合,因此选择 D。

第二节 长 对 话

一、长对话题型分解

听力长对话包括两篇对话,每一篇的字数大概在 200 到 300 之间。两篇对话各有 4 个问题,每个问题之间留有 15 秒答题时间。长对话和问题的录音都只放一遍,语速每分钟 150 词左右。

首先,就对话话题,即取材而言,四级听力中长对话的话题取材相当广泛,而且极富变化。总的来说,大致包括以下几个方面:学习教育、日常生活、工作休闲以及人文社科知识等。对话内容包括对工作环境的抱怨、对商人的采访、对不同谈判技巧的讨论、对合伙式工作方式的讨论、教授与学生间就学术论文写作的交流、违反交通场景对话、对国外天气人文的介绍、夫妻离别重聚、从日常到工作方面的对话,这些话题涉及诸多领域,包括商业、交通、工业、教育、学术、环境等。当然这些话题所涉及的都是一些常识性的知识再加上特定的语境,话轮与话轮之间既存在信息的深入,也有话题的过渡和转换。因此,听力长对话要求学生平时要拓宽自己的知识领域,紧跟时代脉搏,有了熟悉的语境,才有可能更好地听懂细节,从而在答题时能够得心应手。

其次,就题型而言,主要有三种形式的题型:主题型题、细节题和推理题。前两种是必考题型,而后者出现频率相对要低一些。主题型题大多数情况下出现在前面,而答案也是基本上听完前面的一部分就能猜出一二的。这种题型主要集中在以下问题,如:人物说了些什么、人物是从事何种职业的、对话是发生在什么场所的、对话主要讲的是关于什么事情,等等。细节题通常集中在对话的中间部分以及中间靠后的部分,内容不一而足,虽然是细节题,但是主要还是在于听懂句子的意思,考生不易将注意力过多地集中在具体的单词上,因为通常情况下,如果某个单词没有听懂,我们是可以根据上文问的内容来推测出讲话内容的,更何况,根据对近三年以来听力长对话的词汇调查,词汇的难度是有所增强的,如果我们过于关注具体词汇将会直接影响整个听力质量。推理题的解答,一般来说是建立在前两种题型的基础上的,如果主题型题和细节题都没有问题,推理题通常不会造成很大的困难。具体言之,推理题又分两种情况:一种是针对对话的某一部分进行推理,而另一种则是针对对话的总体内容进行推理的,相比而言,前者居多。

二、长对话应考策略

关于英语四级听力,长对话一直以来都是难点之一。它既不像短对话那样,干脆利落,

答案明显;也不像短文那样具有高度的连贯性,主题突出。长对话虽然也有一个中心的点,但是其对话内容却是相对比较分散的。听长对话,既要善于抓住主题,又要善于过滤信息,还要对话轮的转换具有较高的灵敏度。当然,这并不是说,长对话就难以把握。其实,只要对长对话的题材、出题规律多加了解,并勤于训练,是完全可以攻克的。

就解题方法而言,应对任何题材,任何题型的答题,有些做题方法都是万变不离其宗的。首先,在进入听力之前,要利用一切可能有的时间大致浏览题目,了解对话主题,以及根据题目选项内容推测可能会问到的问题,从而在听的过程中可以特别留心某些内容。如果实在没有时间,在长对话听力开始前的读题时间,就不能再徘徊前面拿不定主意的短对话答案了,要迅速地长对话相应选项扫视一遍。同时,要熟知的常识是,长对话大部分都是细节题,很少会出现题目的正确选项与对话内容中的某些字词完全吻合的情况,大多数情况下,正确选项并不是对话中某个细节的再现,而是以另一种形式,如近义转换、句型转换来表达同样的意思。因此,在听的过程中,一定要特别注意题目中的表述方式是否与对话内容意义相同。关于听力过程中的笔记,这里题型考试笔记可以适当地做,比如一题选项中出现了几个日期,那么在听的过程中可以特别注意这些日期并在每一个日期旁边用一两个词,甚至是符号记录一下与该日期有关的事情。但是,切忌记录太多,否则会错过更多的信息。

三、长对话试题讲练

下面,就以2013年6月英语四级真题两篇听力长对话为例,分析一下具体的答题技巧。

【录音】Conversation One

W: Good afternoon, Mr. Jones. I am Teresa Chen, and I'll be interviewing you. How are you today?

M: I am fine, thank you. And you, Miss Chen?

W: Good, Thanks. Can you tell me something about your experiences in this kind of work?

M: Well, for several years, I managed a department for the Brownstone Company in Detroit, Michigan. Now I work part time because I also go to school at night. I'm getting a business degree.

W: Oh, how interesting. Tell me, why do you want to leave your present job?

M: I'll finish school in a few months, and I'd like a full-time position with more responsibility.

W: And why would you like to work for our company?

M: Because I know your company's work, and I like it.

W: Could you please tell me about your special skills and interests?

M: Of course, I'm good at computers and I can speak Spanish. I used to take classes in Spanish at the local college. And I like traveling a lot.

W: Can you give me any references?

M: Yes, certainly. You can talk to Mr. McCaw, my boss, at the Brownstone Company. I could also

give you the names and numbers of several of my teachers.

W: All right, Mr. Jones, and would you like to ask me any questions?

M: Yes, I wonder when I'll be informed about my application for the job?

W: Well, we'll let you know as soon as possible. Let's stay in touch. Thank you very much for coming this afternoon.

M: Thank you.

Questions 19-22 are based on the conversation you have just heard.

19. What does the man say about his working experience?

20. Why does the man want to leave his present job?

21. What is the man interested in?

22. What question did the man ask the woman?

【总评】这是一段典型的面试对话。此类场景对于考生来说是相当熟悉的，话轮转换都围绕着面试的主题展开，考生很容易抓住每轮对话所讨论的具体问题。因此，在听此类对话之前考生应该首先尽量争取时间浏览四道题目的 16 个选项，从选项中的部分词汇，如 work, full-time job, company 等可以预测这篇长对话的内容可能是关于找工作的。下面，我们一起来看看与上面问题相对应的问题选项及解析。

19. A) He has taught Spanish for a couple of years at a local school.

B) He worked at the Brownstone Company for several years.

C) He owned a small retail business in Michigan years ago.

D) He has been working part-time in a school near Detroit.

【解析】细节题。根据题干关键词 working experience 可定位至 Can you tell me something about your experience in this kind of work? 根据男士的回答可知，他曾在 Brownstone Company 工作了很多年。因此，正确答案为 B。

20. A) He prefers a full-time job with more responsibility.

B) He is eager to find a job with an increased salary.

C) He likes to work in a company close to home.

D) He would rather get a less demanding job.

【解析】细节题。根据题干关键词 leave his present job 可定位至 Tell me, why do you want to leave your present job? 根据男士的回答：“I'd like a full-time position with more Responsibility”可知，正确答案为 D。

21. A) Sports.

B) Travel.

C) Foreign languages.

D) Computer games.

【解析】细节题。根据题干关键词 interested in 可定位至 Could you please tell me about your special skills and interests? 根据男士的回答：“I like travelling a lot.”可知，正确答案为 A。

22. A) When he is supposed to start work.

B) What responsibilities he would have.

C) When he will be informed about his application.

D) What career opportunities her company can offer.

【解析】细节题。根据题干可定位至 would you like to ask me any questions? 根据男士的回答: “I wonder when I’ll be informed about my application for the job?” 可知, 正确答案为 C。

【录音】Conversation Two

M: Lisa, Lisa! Over here, darling! It’s wonderful to see you. Oh, Lisa, you look marvelous.

W: Oh, Paul, you look tired. Two months away in the capital? Paul, I think you’ve been working too hard.

M: I’m fine. The city is very hot this time of the year. It’s good to get back to some fresh air. You know, Lisa, what they say about pregnant women really is true.

W: What’s that Paul?

M: They say they look beautiful.

W: Well, I had a lot of tension while you’ve been studying hard on your course in D.C.

M: Oh?

W: Oh, don’t worry, all from a man over 50. Father has told all his business friends the good news about the baby. And the phone hasn’t stopped ringing.

M: Oh, look, darling. There’s a taxi.

W: Paul, tell me about the special project you mentioned on the phone. You sounded very excited about it!

M: You know, I’ve learned a lot from the project. I’m surprised that was still in business.

W: That’s because we have a wonderful sales manager—you!

M: Thanks. But that’s not the problem at all. Lisa, our little company, and it is little compared to the giants in the city. Our little company’s in danger. We are out of date. We need to expand. If we don’t, we will be swallowed up by one of the giants.

Questions 23-25 are based on the conversation you have just heard.

23. What do we learn about Lisa?

24. What do we learn about the man from the conversation?

25. What does the man say about his company?

【总评】这虽然是一段夫妇间的日常对话, 但是话轮之间的内容转变比较大。丈夫出差归来, 先是关于双方近况的对话, 然后话题转换到公司的商业项目上。由于考生对于对话背景的不熟悉, 同时, 如果考生对于诸如 “pregnant” 之类的词汇不熟悉的话, 不一定能弄清楚对话者之间的关系, 这就增加了理解的难度。因此, 听之前应抓紧时间浏览选项尤其重要, 并学会从选项中捕捉对话信息, 由此增强理解。下面, 我们一起来看看与上面问题相对应的问题选项及解析。

23. A) She is pregnant.

B) She is over 50.

C) She has just finished her project.

D) She is a good saleswoman.

【解析】推测题。根据对话前半段的提示信息，如 what they say about pregnant women really is true. 及 Father has told all his business friends the good news about the baby. 可推测出 Lisa 怀孕了。因此，正确答案为 A。

24. A) He takes good care of Lisa.

B) He is the CEO of a giant company.

C) He is good at business management.

D) He works as a sales manager.

【解析】细节题。根据女士说的 That's because we have a wonderful sales manager—you! 可知，男士是一个 sales manager。因此，正确答案是 D。

25. A) It is in urgent need of further development.

B) It produces goods popular among local people.

C) It has been losing market share in recent years.

D) It is well positioned to compete with the giants.

【解析】细节题。根据题干关键词 his company 可定位至对话的最后一段。根据男士所说的 Our little company's in danger. We are out of date. We need to expand. 可知，公司需要扩张。因此，正确答案是 A。

第三节 短文理解

一、短文理解题型分解

短文听力部分包括 3 篇短文，共 10 道题。平均每篇短文有 200 个词左右，近年短文篇幅有越来越长的趋势。每篇短文之后有 3~4 个问题，短文和问题的录音都只放一遍，语速每分钟 150 词左右。

短文听力部分考查考生的语音识别能力、语言理解能力和信息接受能力，同时也是考查考生的短时记忆能力、快速反应能力和推理判断能力。

短文的体裁多种多样，主要是记叙文、说明文和议论文等。短文的试题类型相对稳定，包括细节题、推断题、态度题、数字题、主旨题等。短文理解多为叙述性小故事或是简单的说明文或议论文，通俗易懂。每篇短文后有 3~4 道题，相应地有 12 或 16 个选项，这样考生就有可能根据选项推断短文所涉及的方向或主题。

二、短文理解应考策略

1. 听前快速浏览选项

短文听力考试行之有效的做法之一是听前快速浏览选项并提炼信息点，找到选项间的联系点，对听力材料的体裁和大致内容进行预测。“听”是一种交流，听的过程就是一个交流的过程，但却是一个“单向”的交流过程。作为考生，我们应该主动地把单向的交流过

程变为双向的交流过程,这就要求我们通过浏览选项,有逻辑性地连贯信息,合乎常理地设想情景,让自己融入这个情景中,成为情景中双向交流的参与者,积极主动地对听到的信息进行“回应”。当然,由于选项有很多,提供的信息也有很多,短文开始前考生须设想可能出现的第二个或第三个情景;随着听力过程的推进,各种信息的筛选,有用信息的确定,尽早确定合乎逻辑的情景。这样,考生就能有针对性地去注意听力材料中提供的信息,从而迅速地找出有效信息来,作出正确判断。

在听力考试过程中,考生应利用三个时间段来快速浏览选项。

第一,利用2分钟左右时间。听力部分开始时有近2分钟时间的听力考试说明,考生应尽量争取在这2分钟内多看几道题,尤其是看长对话和短文部分的选项,根据12或16个选项预测每段听力材料的大致内容。

第二,利用30秒左右时间。长对话结束后,考生正式开始做短文听力题之前,大约有30秒钟时间听Directions录音,考生可充分利用这段时间去阅读试卷上各题的选项,预测短文的大致内容;在预测的同时,根据每题4个选项的句子特点推测可能的问题形式。带着问题听材料,边听边修正或判断自己的预测。Directions录音阅读结束后,应把注意力放在听试题录音上,不要为了看选项而耽误了听试题录音的内容。

第三,利用15秒左右时间。合理分配题目间的间隔时间。短文放音结束后,就开始听3~4个问题。每2个问题的放音间隔时间在15秒钟左右,建议考生在10秒钟内在A)、B)、C)、D)4个选项中作出选择,倘若遇到难题,应当机立断,不要在该题上花太多的时间,留出几秒钟时间浏览下一道题的4个选项,通过再次浏览,努力预测出所提问题的大致方向,使自己在听力测试中更加主动。另外,在浏览选项时,要快速默读句子,努力记住选项中较为生疏的单词的发音,有助于听音时辨别单词,有利于句子和短文的理解。

2. 听中专注关键信息

一篇短文就是一个信息群,要记忆所有信息,完全靠大脑往往是很困难的。一般来说,短文的开头句是引出话题,常常是主题句,而结尾句则用于归纳总结。在听懂短文大意的的基础上,抓住所听内容的主旨与有关细节;同时利用在选项预读中得到的潜在信息、词汇或词组读音等方法抓住关键词,并用自己平时积累和熟悉的听写技巧把关键信息记录下来,包括主要人物、主要情节、相关地点、时间、年代、数字和一些关键连词、副词等。

听短文时考生应该耳眼并用,耳听录音信息,眼观书面信息,边听边分析整理。需要特别注意的是,这时“听”应该是第一位的,千万不要因为记录前面的信息而漏听后面的短文内容。

3. 听后合理判断选项

短文音频部分结束后,就开始涉及3~4道听力题了。考生应该集中思想听清听力题的句子,否则无从回答。清晰题目要求后,应充分利用记录的信息,结合短文大意,快速对题目的选项进行比照、分析、排除、判断,选择最佳答案。遇到不会答的难题,果断放弃,猜一个答案,然后集中精力做下一道题。要相信自己的能力,坚信只要专心致志就一定能发挥出自己的实际水平。

总之，我们学习应试策略，不是鼓励学生投机取巧，因为靠猜测不可能得高分，不利于英语水平的提高，我们强调考生平时英语听力能力的训练和培养。首先，要有扎实的语言基本功。语音、语调、词汇及语法是语言的基本要素，熟练掌握这些要素是打好语言基本功的关键。注意音频中语音语调的变化，注意音频中含有对比、转折、递进、否定、总结等一类的关键词，关注特色句型的运用。其次，要了解和熟悉听力短文的各种题材。听力短文的文体包括记叙文、说明文和议论文等，其主题一般包括故事、人物、社会、文化、教育、经济、健康、科普、历史、地理等方面。短文听力的成败很大程度上取决于考生对听力主题的理解深度和相应的背景知识的掌握情况，听力过程中尤其要注意具体细节的理解和对主题、中心思想的理解，要准确把握故事发生的时间、地点、人物和情节，搞清故事情节的来龙去脉和因果关系。

三、短文理解试题讲练

下列举例说明如何应考短文听力（以 2011 年 6 月四级真题为例）。

Questions 26 to 28 are based on the passage you have just heard.

26. A) Its protection is often neglected by children.
B) It cannot be fully restored once damaged.
C) There are many false notions about it.
D) There are various ways to protect it.
27. A) It may make the wearer feel tired.
B) It will gradually weaken the eyes of adults.
C) It can lead to the loss of vision in children.
D) It can permanently change the eye structure.
28. A) It can never be done even with high technology.
B) It is the best way to restore damaged eyesight.
C) It is a major achievement in eye surgery.
D) It can only be partly accomplished now.

快速浏览这 12 个选项，我们就不难预测这篇听力短文是关于“(eyesight) 视力”方面的。选项中的其他词汇都是围绕视力展开的，这些词汇或词组包括：protection, restored, damaged, weaken the eyes, loss of vision, eye structure, eye surgery, 等等；相关的外围词汇或词组还有：neglect, children, fully, false notions, various ways, wearer, adults, permanently, high technology, achievement, only, partly, accomplished, 等等。一般来说，选项中出现的词汇就会在音频材料中出现，所以，考生还应该“记住”这些词汇或词组的读音，例如记住 eyesight, permanently, achievement, eye surgery, accomplished, weaken the eyes, loss of vision, 等等这些词汇或词组的读音，这样，在听的过程中就会更加自信。音频材料如下：

【录音】There are many commonly held beliefs about eye glasses and eyesight that are not proven facts. For instance, some people believe that wearing glasses too soon weakens the eyes.

But there is no evidence to show that the structure of eyes is changed by wearing glasses at a young age. Wearing the wrong glasses, however, can prove harmful. Studies show that for adults there is no danger, but children can develop loss of vision if they have glasses inappropriate for their eyes.

We have all heard some of the common myths about how eyesight gets bad. Most people believe that reading in dim light causes poor eyesight, but that is untrue. Too little light makes the eyes work harder, so they do get tired and strained. Eyestrain also results from reading a lot, reading in bed, and watching too much television. However, although eyestrain may cause some pain or headaches, it does not permanently damage eyesight.

Another myth about eyes is that they can be replaced, or transferred from one person to another. There are close to one million nerve fibres that connect the eyeball to the brain, as of yet it is impossible to attach them all in a new person. Only certain parts of the eye can be replaced. But if we keep clearing up the myths and learning more about the eyes, some day a full transplant may be possible.

这篇听力短文中, 首句 “There are many commonly held beliefs about eye glasses and eyesight that are not proven facts” 就是这篇短文的主旨句, 这篇短文是关于很多人所持有的对于戴眼镜和视力的错误认识。如果考生万一没听清楚主旨句, 那么, “For instance, some people believe that wearing glasses too soon weakens the eyes. But there is no evidence to show that the structure of eyes is changed by wearing glasses at a young age.” 这个句子 (“For instance” 是个提示词) 给考生一个补救的机会。接下来的句子都是围绕主旨句展开的。

在短文听力过程中, 考生应该高度专注关键词, 并作适当记录。以第一段为例, 应该关注: beliefs, for instance, but, evidence, however, Studies show that 等, 这些关键词后面的内容是听力常考的地方。

文章最后给出一个总结句: But if we keep clearing up the myths and learning more about the eyes, some day a full transplant may be possible. 呼吁人们要破除固有的一些认识, 去更多地了解我们的眼睛并加以应对, 做到头尾呼应。相应的三个问题如下:

26. What does the speaker want to tell us about eyesight?
27. What do studies about wearing the wrong glasses show?
28. What do we learn about eye transplanting from the talk?

【解析】26 题是个主旨题。从问句中我们可以看出, 题目要求考生回答短文作者 (即问句中的 speaker) 关于 “eyesight” 的观点。这类题目往往考查考生对短文大意的理解, 尤其是对主题句的理解, 而主题句一般在文章的开头一两句。本文第一句 “There are many commonly held beliefs about eye glasses and eyesight that are not proven facts” 就是这篇短文的主旨句。

【解析】27 题是个细节题。句子 “Wearing the wrong glasses, however, can prove harmful. Studies show that for adults there is no danger, but children can develop loss of vision if they have glasses inappropriate for their eyes.” 中的 “wearing the wrong glasses、develop loss of

vision”与选项 “It can lead to the loss of vision in children.” 相符。

【解析】28 题也是细节题。句子 “Only certain parts of the eye can be replaced. But if we keep clearing up the myths and learning more about the eyes, some day a full transplant may be possible.” 与选项 “It can only be partly accomplished now.” 相符。

第四节 短文听写

一、短文听写题型分解

2016 年 6 月开始, 全国大学英语四级考试听力理解中不再有短文听写这一部分。但短文听写是一种非常好的检查学生听力词汇量的方式, 能很好地训练学生的综合听力能力, 所以, 尽管这部分题型不作四级考试要求, 本书仍保留这部分题型的练习。

短文听写部分由原复合式听写单词和长句调整为单词及词组听写(2013 年 12 月开始), 短文长度及难度不变。要求考生在听懂短文的基础上, 用所听到的原文填写空缺的单词或词组, 共 10 题。短文播放三遍。

短文听写部分中, 一般要求考生听写 7 个单词和 3 个词组。短文听写题型考查考生的单词及词组掌握情况、语音识别能力、词汇理解能力, 同时也考查考生的短时记忆能力及快速拼写能力。

短文的体裁多种多样, 主要是记叙文、说明文和议论文等。短文的话题涉及社会、文化、教育、生活及科技等方面。

二、短文听写应考策略

1. 加强四级词汇短语背诵和记忆

考生一定要进行四级词汇和短语的背诵与记忆。单词和短语的掌握程度直接决定着英语成绩分数的高低。因此, 考生一定要注意对单词和短语的反复记忆和复习, 同时辅助一定的模拟题训练。记忆单词的方法多样, 不仅要记, 更要读准听准。四六级改革后, 对于词组短语的考查力度加大, 这就要求对听到的短语了如指掌, 并且需要考生能够具备清楚听出连读和爆破音的能力。若考生仅仅只是认识某个单词或者听过一两次短语, 这样根本不能完成对单词和短语的完全记忆, 更不能准确听写这些单词或短语。因此, 考生必须在平常就注意对常见短语的记忆和学习, 要加强听写的训练, 做好充分准备。

2. 听前大概了解短文内容

在短文听写考试前, 考生应抓紧时间快速浏览短文听写文章, 大致了解短文的话题及内容。如果作文部分能快速写作完毕, 就能预留一定量的时间来预读听力部分。此外, 考生在录音播放题目要求时, 也可以抓住宝贵的几十秒时间来预读短文听写的内容。这样, 在听写过程中, 就可以对于所听到的词汇做出更准确的反应。

3. 听中速记词汇

在短文听写过程中，考生听到了某个词汇，就会急于要把该词完全写出。这个做法不可取，因为时间都花在了这个单词上，后面可能两个空的单词或短语会被错过，根本就没听到。因此，建议考生在第一遍听写时，采取速记法，先写出单词的前几个字母。在第二遍听写时，应该可以补全大部分的单词和短语了。在第三遍听写时，查漏补缺，完成所有的词汇听写。

4. 听后推敲完善

在三次录音朗读结束后，如果还有个别空格的词汇不确定，这时只能根据词汇的大致发音、短文的语境、句子的意思以及语法结构进行大胆的推测了。考生可以填入一个符合前面4种情况的词汇。这种情况最好不要出现。因此，考生一定要在平时苦练基本功。

第三章 阅 读 理 解

Reading Comprehension

第一节 词 汇 理 解

一、词汇理解题型分解

1. 大学英语四级词汇理解题号及体裁

词汇理解出现在答题卡 2 的仔细阅读部分，题号从 36 到 45，共 10 题，要求从所给的 15 个单词中选取 10 个填入文中空白处。做题时间控制在 7 分钟之内。

词汇理解的文章字数一般在 250 词左右，体裁以议论文和说明文居多，题材多样，取材时新，多来源于英美报刊时文，内容紧扣社会热点和科技发展。

2. 大学英语四级词汇理解考查的语言知识点

本题型考查考生词义理解的同时，兼顾词法和句法知识。考生不仅需要理解单词的意思，更要熟知单词的常用搭配，并能够根据上下文迅速判断出单词的正确语法形式。测试重点在于把握文章的结构，主要是诸如连贯性、一致性、逻辑联系等语篇，语段整体特征，要求考生在掌控全文的基础上理清文章的宏观结构，同时能够精准理解每个单词的意义。所以，该题型综合考查考生语言的实际运用能力。

为此，考生首先必须具备词汇、句法、语篇等全面的语言知识结构。

其次，考生对以上语言知识具备实际运用能力。对于词汇，应该能够识别辨析词义，不受同义词、同音词或者形近词等的干扰。另外，需要熟悉单词的固定搭配和习惯用法，平时注意语块的学习，而不是孤立地背记单词。

最后，考生需要具备一定的逻辑判断能力。词汇理解的一个主要方面是考查学生对句群逻辑关系的把握。考生的思维能力非常重要。英语有别于汉语的一个重要方面就是，英语更强调表达的逻辑性，是言传，而非意会语言的。文章信息的传递需要依靠各种语篇手段，如并列、递进、转折、补充等逻辑关系以及时间、原因、条件等主从关系。

二、词汇理解应考策略

1. 解题步骤

(1) 扫读全文, 抓读首尾句。首先大致了解文章主题。快速聚焦填空处, 预测默认单词的词性, 并对个别题项作出初步预测。

(2) 预览选项, 标注词性。快速预览 15 个选项, 了解词义并简单标注词性。名词 **n**, 动词 **v**, 形容词 **a**, 副词 **ad**, 介词 **prep**。注意: 有些单词兼具多种词性, 如 **record** 一词, 既可作名词, 也可用做动词, 都表示“记录”。又如, **content** 一词, 既可作名词, 意为“内容”, 也可以用做形容词, 表示“满足的”, 还可以作动词之用, 意为“使……满足”。

(3) 通读文章, 寻找线索。以全文为背景, 在上下文中寻找和比对线索。文章线索一般有以下几种情况:

第一, 同义转述。空格处的词汇可能是对前后文内容或特定词汇的同义转述。此时要注意同位语和同义词等信息。

第二, 惯用搭配。考生平时学习生词时切忌仅仅记忆生词的中文意思, 更需注意常用搭配, 以便准确使用该词。如, **approve** 常常与 **of** 搭配使用, **object** 常常与 **to** 搭配。

第三, 逻辑关系。逻辑关系包括指代、列举、递进、补充以及因果、伴随、让步等。常见的表示逻辑关系的关联词有表示转折的 **however**, **otherwise**, **on the contrary** 等, 转折关系词后面的内容往往是作者要强调的重点, 考生需多加留意, 考点也许就在此处。还有表示顺承关系的词汇, 如 **and**, **as well as**, **first**, **second**, **finally** 等; 表示递进关系的词汇, 如 **furthermore**, **in addition to**, **what's more** 等; 表示对比的词汇, 如 **similarly**, **in contrast** 等; 表示总结的词汇, 如 **to sum up**, **in conclusion**, **in a word** 等。

(4) 重读全文, 核实答案。选择完成后, 务必将所选词项带回原文进行核对, 确认上下文是否语义通顺, 衔接正确, 逻辑合理。此时工作只是微调, 切忌全盘推翻, 乱了阵脚, 导致情绪紧张。

2. 根据上下文判断所需词性

(1) 名词通常出现在冠词 (**a**, **an**, **the**)、形容词和介词后面, 在句子中作为主语和宾语, 或者宾补, 比如, 动词+名词 1+名词 2 这样的结构中, 名词 2 即是宾补。

(2) 动词的情况。

第一, 动词原形: 在句子中作为谓语。动词原形用于主语是 **I**, **You** 或名词的复数形式后面, 且上下文判断必须是现在时, 或者空格前面已经有情态助动词如 **can**, **could**, **may**, **might**, **will**, **would** 等。动词原形还可出现在动词不定式形式中, 如果空格前面是动词+**to** 的形式, 一般可选择填入动词原形(当然, 特定的搭配如 **be used to**, **be accustomed to**, **look forward to** 等这些介词 **to** 的后面必须是名词或动词的-ing 形式)。

第二, 动词的现在分词-ing 形式: 在句子中做谓语部分, 空格处的前面有 **be** 动词 **is**, **are**, **was**, **were** 等, 根据上下文判断句子为进行时态时, 此时空格处可考虑选择有-ing 形式的动词。另外, 在独立主格结构(一个完整的句子, _____+名词/介词)中, 逗号后面的部分作句子的状语, 表示伴随状态或表示原因等, 当这个动词与主句主语是主动关系时,

此时空格处须填动词的现在分词形式。

第三, 动词的过去分词-ed 形式: 在句子中做谓语成分, 根据上下文判断句子为过去时, 或者空格处的前面是 have, had 等词提示完成时的, 此时可考虑选择带-ed 形式的动词。另外使用-ed 形式的情况是在被动句中, 根据上下文逻辑关系判断空格处动词与主语是被动关系的, 此处考虑选择-ed 形式的动词。最后, 还有一种情况就是独立主格结构(一个完整的句子, _____+名词/介词)中, 当空格处动词与主句主语是被动关系时, 选择过去分词形式的词项。

(3) 形容词: 当出现 a/the/the most/the more+_____+名词时, 空格处通常填形容词, 或者在空格处的前面是 be 动词, 构成系表结构。另外, 形容词也可能出现在形式主语的句中, 如 it is _____ (for...) to do...

(4) 副词: 当一句话完整时, 句首或者句尾的空格处可以考虑填副词。当空格出现在主语和谓语之间时, 填副词的可能性也很大。

3. 常见必考四大词性(名词、动词、形容词和副词)的后缀

(1) 名词后缀: -ion、-age、-ness、-ment、-ty、-cy、-ce、-ship、-ility、-dom、-ics、-um、-mony 等。

(2) 动词后缀: -ize、-ise、-fy 等。

(3) 形容词后缀: -ive、-ent、-ful、-ous、-less、-ic、-al、-able 等。

(4) 副词后缀: -ly、-ways、-wise 等。

三、词汇理解试题讲练

2013 年 6 月四级考试真题讲评如下。

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the center. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage. (今后四级考试题号调整为 36-45 题)

Walking, if you do it vigorously enough, is the overall best exercise for regular physical activity. It requires no equipment, everyone knows how to do it and it carries the 47 risk of injury. The human body is designed to walk. You can walk in parks or along a river or in your neighborhood. To get 48 benefit from walking, aim for 45 minutes a day, an average of five days a week.

Strength training is another important 49 of physical activity. Its purpose is to build and 50 bone and muscle mass, both of which shrink with age. In general, you will want to

do strength training two or three days a week, 51 recovery days between sessions.

Finally, flexibility and balance training are 52 important as the body ages. Aches and pains are high on the list of complaints in old age. The result of constant muscle tension and stiffness of joints, many of them are 53 and simple flexibility training can 54 these by making muscles stronger and keeping joints lubricated (润滑). Some of this you do whenever you stretch. If you watch dogs and cats, you'll get an idea of how natural it is. The general 55 is simple: whenever the body has been in one position for a while, it is good to 56 stretch it in an opposite position.

- | | |
|-----------------|--------------|
| A) allowing | I) maintain |
| B) avoidable | J) maximum |
| C) briefly | K) prevent |
| D) component | L) principle |
| E) determined | M) provoke |
| F) helping | N) seriously |
| G) increasingly | O) topic |
| H) lowest | |

KEYS:

47. H 48. J 49. D 50. I 51. A 52. G 53. B 54. K 55. L 56. C

【词义辨析】

名词: D) component 成分, 元件; L) principle 原则; O) topic 话题。

动词: E) determined 决定; I) maintain 维持; K) prevent 阻止; M) provoke 激怒, 惹起。

形容词: B) avoidable 可避免的; H) lowest 最低的; J) maximum 最大限度的。

副词: C) briefly 简要地, 短暂地; G) increasingly 越来越多地; N) seriously 严肃地, 严重地。

分词: A) allowing 允许; F) helping 帮助。

47. H) lowest

【解析】该空格位于定冠词和名词之间, 判断应该填入形容词。该句的意思是它不需要器械, 每个人都知道如何做, 而且受伤的风险最低。故选择 H。

48. J) maximum

【解析】空格处于一个动词不定式词组中, 前面是动词, 后面是名词, 判断此处需要形容词。该句的意思是为了从散步中获得最大好处, 把目标设定为平均每周五天, 每天 45 分钟。故选择 J。

49. D) component

【解析】空格位于名词所属格结构中, 前面是形容词, 后面是介词 of, 故判断该填入名词。该句的意思是力量训练是体力活动的另一个重要部分。选择 D。

50. I) maintain

【解析】从空格前的并列连词 and 得到启示, 空格中需要填入与上文同样词性的单词,

即与 build 并列的动词。该句的意思是它的目的是增强和保持骨骼和肌肉的质量,(因为)这两者都会随着年龄(增长)而缩减。故选择 I。

51. A) allowing

【解析】空格前面有逗号,与主句分开,判断逗号后面为独立主格结构,对主句做补充说明。考虑空格处需要填入分词。该句的意思是,一般来说,你会要一周 2、3 天做力量训练,留出期间的其余几天作为恢复期。故选择 A。

52. G) increasingly

【解析】空格处在该句系表结构中,前面是 be 动词,后面是形容词,故判断需要填入的是副词。该句的意思是随着身体衰老,柔韧性和平衡训练越来越重要。故选择 G。

53. B) avoidable

【解析】空格处于 be 动词后面,判断填入的形容词作为表语。该句的意思是经常性的肌肉紧张和关节僵硬是可以避免的,故选择 B。

54. K) prevent

【解析】空格处在情态动词 can 之后,判断需要填入的是实义动词原形。空格后面的 these 指代上一句子的“经常性肌肉紧张和关节僵硬”,后面提到“通过使肌肉更强壮和使关节润滑”,故选择 K,表示防止。

55. L) principle

【解析】空格位于主语位置,前面是定冠词和形容词,判断需要填入的是名词。选择 L,该句的意思是一般的原则很简单。

56. C) briefly

【解析】空格处在动词不定式结构中,前面是 to,后面是动词,判断应填入的是副词。该句意思是只要身体处于某一种姿势有段时间了,那么用反向的姿势稍微伸展一下身体是有好处的。

第二节 长 篇 阅 读

一、长篇阅读题型分解

大学英语四级长篇阅读是自 2005 年 6 月四、六级考试改革以来又一次重大题型调整中出现的新题型,不过这个题型的出现也并非完全出人意料,因为该题型是在原有快速阅读题型的基础上演化而来的。原快速阅读理解调整为长篇阅读理解,篇章长度(1 100 词左右)和难度不变。篇章后附有 10 个句子,每句一题。每句所含的信息出自篇章的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题,有的段落可能不对应任何一题。

根据全国大学英语四、六级考试委员会公布的信息来看,改革后长篇阅读题目整体难度系数比改革前有明显增加,主要表现在以下几个方面。首先是文章形式的改变,长篇阅

读的文章不再像以前快速阅读的文章有提示内容的小标题，而文章长度和难度却并未改变。从文章后的题目形式来看，原来快速阅读的题目是7个选择题加3个填空题，题目顺序与文章内容一致。而长篇阅读是信息配对题，考生需要在文章中对给出的10个句子确定位置，题目顺序与文章内容不一致。另外，整体的出题思路也完全不同，快速阅读要求考生必须在规定时间内完成，但长篇阅读的答题时间却需要考生自己根据实际情况把握。而且不像快速阅读，题目内容的顺序和文章的内容顺序是一致的，长篇阅读题目的顺序与文章内容的顺序完全没有关联。

可以说长篇阅读和快速阅读是完全不同的两种题型。虽然长篇阅读和快速阅读最基本的解题技巧都是定位信息，但是解题的思路却大相径庭。因此对老的考生来说，明智的做法是彻底忘记快速阅读，不要再将快速阅读的阴影带到长篇阅读上来，当然没有接触过快速阅读题型的考生就更没有必要有心理负担了。题型的改变在一定程度上为考试带来了困难，但是只要正确掌握答题策略，并稍加训练就一定能顺利达到我们预期的目的。下面我们来看看顺利攻克长篇阅读应该掌握哪些答题策略。

二、长篇阅读应考策略

长篇阅读看起来文章长，时间短，难度大，但实际上，只要考生了解了长篇阅读的命题规律并掌握答题技巧，就会觉得它并没有想象中的那么难。考生在做长篇阅读时，首先应该明确一个问题，那就是长篇阅读与其他阅读题型的要求大不相同。其他阅读题型（如词汇理解、仔细阅读等）对文章中几乎每句话、每个词的要求都很高，考生必须全部读懂才能做题，而长篇阅读的文章不要求完全理解，只要求能通过略读或寻读的方法找到所给句子的信息，就能够做出正确的选择，有效的答题技巧是长篇阅读这部分的得分关键。大学英语四级考试考题中整个阅读理解题型（包括词汇理解和仔细阅读）要求考生在规定的40分钟内完成，这就要求我们合理分配答题时间。根据分值所占比例，答题时间需控制在12分钟左右，否则就要占用其他题目答题的时间。综合来看，使用正确的答题策略是保证在规定时间内有效完成规定试题的关键。

策略一：略读（skimming）原文，了解文章大意。在做题之前我们需要迅速浏览整篇文章，并掌握大意。首先，我们在略读原文时要注意文章的标题、内容和结构；快速阅读文章第一、二段，抓住文章大意、背景和作者风格，因为作者一般会在文章开头几段概述全文；快速浏览找出每段的中心句和几件事实，抓住一两个关键词，注意每段的开头和结尾；注意转折词和序列词，有助于我们了解文章的脉络。需要提醒考生注意的是，略读不同于普通阅读，或是我们所说的仔细阅读（reading in depth），不要花太多的时间，一到两分钟就足够了。

策略二：确定关键词，带着问题寻读（scanning），也叫查读。略读之后，我们就要看文章后的题目，确定每个句子中的关键信息即关键词，然后根据刚才略读所获取的信息，带着问题去原文中搜寻答案。长篇阅读的题目难度要远远低于仔细阅读，我们过去做仔细阅读的经验告诉我们，即使我们读懂了文章的每一句话，也有可能做不对题，因为仔细阅

读需要我们细致严密地推敲,有时它还会考察文章的引申义;而长篇阅读的题目,我们在文章中都能找到与之相对应的明确答案,不需要花太多的时间去推敲,即使选项与原文有所不同,也只是简单的词性和词形的变化。因此,我们可能读不懂全部文章,但这不妨碍我们做对题。

策略三:一旦锁定你所需的信息,就停止阅读,马上去定位下一个信息。考生应该明白,在这里,长篇阅读是为了考试而阅读,并不是为了阅读而阅读,我们不需要了解文章的全部内容,只要能做对题,拿到分,这就足够了。再读与题目无关的内容,只是徒劳地耽误宝贵时间。

策略四:只要确定了正确答案,就要快速填涂在答题卡上。我们知道,所有的答案都要填涂在答题卡上才是有效的。在过去的监考实践中,几乎所有的监考教师都会发现,当考试结束铃声响起时,考场内总会有个别考生还没有来得及涂卡,这样只会白白地丢分。如何避免这样的情况发生,给各位考生的忠告是,只要确定了正确答案,就要马上把它填涂在答题卡上,这样我们才能把该得的分稳稳地拿到手,而且又可以节约集中涂卡的时间。

以上我们大致分析了长篇阅读答题时需要注意的基本步骤,遵循这些步骤我们就能既快速又高效地完成这部分试题。下面我们结合全国大学英语四、六级考试委员会公布的改革后的大学英语四级考试样题具体讲解答题步骤和技巧。

三、长篇阅读试题讲练

长篇阅读对考生的理解深度和层次要求不高,考查的形式以细节题为主,主要测试考生对细节问题如具体介绍、数字、步骤等局部性内容的理解。首先我们略读原文,掌握大意。从标题“Universities Branch Out”可知这篇文章的内容与“大学”有关,但无法确定具体的内容,于是我们迅速浏览文章的第一段和第二段,可以找到一些关键词如“universities”“economy”“global”等,可以大概知道这篇文章的内容与“大学”“经济”“全球化”等内容有关。还有一些关键句,例如第二段的第一句话“...universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values...”都很容易看出文章与“高等教育全球化”这个主题相关。解题过程的第一步到这里基本不必再深入了,考试时间加上题目本身的要求都不允许我们再花过多的时间。

接下来,我们迅速浏览文章后面的题目,并在这10个句子中确定需要定位的关键词或标志词。如何在短时间内将句子信息在文章中快速定位呢?首先,应该确定需要定位的关键词,确定关键词应该从以下几个方面入手。如果句子中有年份、数据、专有名词等词语,应该将这些作为关键词或标志词,我们把此类信息称为数据信息。这些成分的意义比较稳定,因而形式不容易改变,是相对固定的信息,因此容易定位。这些信息的形式即使有变化也是表达上的一些变化,还是很容易辨认的。例如第50题中有数据信息“twenty percent”,而原文中是以“20%”形式出现的,这种变形虽然看似不值一提,但是也需引起重视。另外英语中的“10 years”可能用“a decade”表达,数字12可能用“a dozen”替代,也是需

要我们注意的。如果没有数据信息，那么我们则要选择句中的主干信息，即主要的名词短语或动词短语作为关键信息，因为这些是句子信息的主要来源。需要注意的是，这些信息的形式则不如数据信息那么固定，例如词性的变化，形态的变化，甚至与原文信息是同义词或者近义词的替换。虚词不是句子的主要信息来源，一般不要作为关键词，例如介词、冠词等。另外，确定的关键词数量不要太少，最好两到三个，以便提高定位时的命中率。即使确定了两到三个关键词，在定位的过程中也不要只盯住这几个关键词而完全忽视其他的信息。我们以下面4个句子为例，看关键词应如何确定。

47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.

49. The way research is carried out in universities has changed as a result of globalization.

51. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.

53. Around the world, governments encourage the model of linking university-based science and industrial application.

第47题和第51题都出现了数据信息，我们直接将47句中的“the mid-1970s”“3.9 percent”和51句中的“September 11”作为关键词。看到句子中的数据信息，考生应该感到如释重负，对于有数据信息出现的句子我们只要重点关注数据信息，不必关注句子的其他内容，迅速解题，这是节省考试时间的权宜之计。同时，长篇阅读的题目和文章信息的顺序是没有关联的，所以我们可以先定位有数据信息的句子，留下更多时间去解决其他较难的句子。第49题句子没有数据信息，因此我们选择句中的谓语动词和宾语部分作为关键信息，这句话的意思是“全球化的影响使得大学里的科研方式发生了改变”，所以这句话中最重要的信息是“globalization”，其次是“the way research is carried out”和“changed”。第53题中也没有数据信息，所以选择主要动词短语和名词短语，这句话的意思是“在全世界，各国政府都鼓励将大学的科学研究与产业应用相结合”，这句话中的关键信息无疑是“linking university-based science and industrial application”。在此“linking”是中心词，同时要注意它的其他变化形式。我们在确定重要信息时不要忘记句子的其他信息，这部分信息可以作为次要信息，心中有数就可以了，重点放在关键信息的定位上。

从上述的4个例子其实我们还可以看出另外的一条规律，那就是所给句子大致可以分为两类，一类是信息句，一类是事件句。信息句常提供数据等信息，而事件句则叙述某个事件或过程。上面4个例子中第49题和第53题可归为事件句，第47题和第51题则是信息句。对于事件句我们以句子主干即主要的动词短语和名词短语为关键信息，信息句则着重数据信息的定位。最后，我们需要完成最重要的步骤，在原文中定位选定的关键信息。首先来看第47题，我们发现段落C的第一句正好包含了“the mid-1970s”和“3.9 percent”两个信息：

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004.

第 49 题的关键信息出现在段落 E 的第一句:

Globalization is also reshaping the way research is done.

段落 E 的其他内容介绍了美国的耶鲁大学和中国的复旦大学共同进行的一项科学研究,正好和第 49 题中的“in universities”匹配。第 51 题的信息出现在段落 H 中:

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K.

除了“September 11”句子其他信息也和关键信息匹配,只不过第 51 题的定位的确需要有些耐心,段落 H 已经是整篇文章的倒数第二段。最后第 53 题的关键信息出现在段落 F 中:

As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet *infrastructure* (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard.

至此,我们已经将长篇阅读的基本解题策略和步骤做了基本讲解。这类题的难点在于,题目中句子的顺序和原文内容顺序没有关联,而且答题时间非常紧张,所以考生在答题过程中一定要有足够的耐心,在定位前一信息时浏览过的文章内容尽量记住大意,认为重要的信息可以用笔做出记号,并随时调整排除干扰信息。考生要时刻记住,长篇阅读并不是要求很高的阅读题,对文章内容几乎不用太多的理解,要对考试充满信心。最后,考生平时要多训练快速阅读的能力,例如可以培养阅读英语新闻的习惯,逐渐适应一目十行的阅读方式。只有注重练习和积累,才能在考试中得心应手。

第三节 仔细阅读

一、仔细阅读题型分解

大学英语四级考试中的阅读理解部分要求考生在 40 分钟内完成三种题型:词汇理解、长篇阅读和仔细阅读。其中,仔细阅读部分由两篇文章组成,题号从 56 到 65,共 10 题。每篇文章有 350~380 个单词,题材多样,内容涉及新闻话题、社会问题、科技成果等,来源于英美报刊中的时文。这个题型主要考查文章信息和内容理解的准确性,题目以细节题为主,另外还会涉及推理题、主旨题、态度题、词汇题等。

1. 细节题

细节题在四级考试中题量较大,占到 60%~70%的题量,可以说是四级考试成败的关键。这类题的特点是题干的信息比较具体,考查文章中的重要细节。

2. 推理题

推理题要求考生根据文章中出现的信息,结合自己的理解,进行简单的逻辑推导。选项中提供了可能的推理结果,考生需要运用排除法排除错误选项,或者通过推理找到正确选项。推理题提问的方式有很多,比如 suggest, imply, indicate, conclude, infer 等。然而,用 suggest, imply 和 indicate 这些单词来提问,这个题目往往按照细节题的方法来处理即可,真正难把握的是 conclude 和 infer 两个单词,这也是推理题经常用来提问的方式。

3. 主旨题

主旨题是各类题型中要求最高的,因为它要求考生看完文章后,能对文章的大概框架作一个宏观把握,从而解答后面的题目。主旨题主要可以表现为:

What's the best title for this passage?

What is the main idea of the passage?

The author's purpose of writing this passage is to _____.

当然,这些提问方式可以有很多微小的变化,例如:

The passage is mainly about _____.

4. 态度题

态度题考查作者对一个中心话题的看法,或者考查作者对某一具体细节的态度,但是从历年考题来看,四级阅读更加注重考查文章中心话题。态度题一般提问方式是:

The author's attitude towards—is _____.

What is the author's attitude towards _____?

5. 词汇题

词汇题一般会明确地告诉考生出题点在哪里,不需要考生查找所考查内容。它可以考一个单词的含义,一个词组的意思,或者考一个句子的弦外之音。

二、仔细阅读应考策略

1. 解题步骤

仔细阅读的文章长度和段落数比之前有所增加,题型向细节性方向发展。阅读时应做到以下几步:

(1) 精读文章首段和每段第一次出现的结论句,了解文章的主题和结构。

(2) 精读关键词定位的地方,请注意,细节题题干都是相应原文的变形(如同义改写、词性转换等),因此要找到答案一定要找到题干在原文中的出处,再把原文和选项相比较,正确选项应该是对原文的精确改写,应该符合两点特征,即形式对应和含义对应,比如原

文中出现比较,那么正确选项中也应该对应出现相应形式,同时含义应该是原文的同义替换,相同的意思换了一种表达方式。

(3) 精读重要考点,比如转折、比较、因果、结论或总结。

(4) 略读甚至不读其他细节性信息,因为干扰选项往往来自于这些地方,精读后反而会增加干扰选项的迷惑度,避免被迷惑信息干扰的最好方法就是不去面对诱惑。

在做这部分题时,需要注意的是与原文极其相似的选项一定要慎选。

2. 不同类型题目的解题步骤

仔细阅读不同类型的题目有不同的考查重点,因而解题方法也是不同的,具体如下:

(1) 细节题。细节题考查信息查找和句子理解能力。由于考试时间非常紧张,对于考生来说,做好细节题,首先是要在原文中找到相关信息。正是由于这点,考生看文章需要目的。有考生先看文章再做题,导致做题时还得回去在文章中寻找相关内容,或者干脆凭着对文章的主观印象匆忙求解,结果是浪费时间或者错误较多。建议考生先看题干再看文章,这样就会有方向感,目的感。所以,细节题的重要做题方法就是先看题干,再看原文,带着题干个别的特有信息或者带着题干的中心话题在原文中定位。

仔细阅读细节题的题干有时会获得比较明显的信息,如时间数字、专有名词、中心名词。如果用题干信息在原文中找答案没有结果,可以根据题目的先后顺序来确定大概范围(除个别例外,细节题大体上还是按照出题的先后顺序找答案的)。

考生做细节题时,要注意合理但不正确的选项。很多考生在做题时,忽视了题目与原文的联系,凭着合理性的主观猜想选择答案。结果很多考生感觉做得很好,但在对答案时发现错了很多。另外,很多表示程度、范围、频率等的副词或形容词可能会导致选项错误,所以细节题要求考生非常细心。

(2) 推理题。推理题难度高,不在于推理难,而在于找答案没有方向。例如,题目可能会问 What can be inferred from the passage 或者 What can be concluded from the passage, conclude 提问的题目,一般会涉及原文中结论性、观点性的语言,尤其是段落首末的句子,而 infer 提问的题目,如果题干信息比较多、比较具体,一般可以当作细节题来处理,如果题干信息比较少,则考查原文观点结论的语言比较多,甚至考文章主题。

很多考生在做推理题时,有一种思维误区,认为一个选项与原文相去越远,就越可能是正确答案,所以在找不到原文的依据时,就随心所欲地推导。其实,很多情况下,推理题的正确答案相差并不大,不应把这类题想得太难了。

(3) 主旨题。主旨题要求考生能从宏观上把握文章的大概框架,但是把握文章框架对很多考生来说,是做不到的。庆幸的是,一般的四级文章,都可以找到文章主题句,或者是可以体现文章主题的句子或单词。文章主题一般在前两段出现,所以考生要比较关注前两段结论性的语言。在全文首句出现文章主题的情况比较多见。第一段转折性的语言,通常也能体现作者的观点偏好。此外,还有一些值得注意的地方,如果是考文章主题,那么正确答案一定是具有概括性和结论性的,细节性的选项肯定是错的;很多干扰选项还会以“以偏概全”的形式出现,所以分析时要注意正确答案概括的全面性。为了说明主题,也为

了论证,作者会引用一些人讲的话,而这些观点也很可能被考到。

(4) 态度题。态度题经常可以通过文章主题来判断作者的态度。同时,考生应该熟练掌握在态度题中经常出现的单词,如 positive, negative, optimistic, pessimistic, approving, concerned, objective, compromise 等。此外,从以前四级考试的情况来看,作者的态度一般是或褒或贬,或乐观或担忧,中性评价为正确答案的较少。

(5) 词汇题。词汇题是考生得分率较低的一类题,因为它需要考生从上下文中进行分析,推敲单词背后的意思。问单词或词组的意思,要强调上下文逻辑分析;有时用转折逻辑,但更多的是利用并列逻辑。如果考简单的单词,则正确答案会与该单词的常用意思没有多大关系;如果考难词,感觉很难有分析的线索时,就把4个选项代到原文中,使得原文逻辑正确,意思连贯或恰当的为正确答案;如果考句子的含义而导致分析完全没有思路时,不妨结合文章问题来分析,可以体现主题或与主题的逻辑一致的,一般就是答案。如果句子简单,则一般在上下文中寻找答案;如果句子复杂,则更加倾向于在句子内部找答案。

综合上面的分析,可以发现题干反映题型,题型反映考查重点,重点体现阅读原文的方向。仔细阅读需要总结和分析错误的原因,不能一味地进行海战。只有通过总结才能明白为什么会错,才能发现自己最需要提高的地方在哪里,是单词量不够大,句子理解有问题,还是找答案速度比较慢。如果发现原因是大量单词不认识,那就需要赶紧背单词(时间不够则背阅读文章时曾经出现过的单词);如果已经认识大多数单词,但句子理解仍有问题,那就需要多看一些长难句,提高一次性看懂句子的能力;如果找答案速度偏慢,那就需要提高对题型的判断能力,提高对原文中常考语言现象的敏感度。

三、仔细阅读试题讲练

2012年12月四级考试真题讲评。

Passage One

Questions 56 to 60 are based on the following passage.

As you are probably aware, the latest job markets news isn't good: Unemployment is still more than 9 percent, and new job growth has fallen close to zero. That's bad for the economy, of course. And it may be especially discouraging if you happen to be looking for a job or hoping to change careers right now. But it actually shouldn't matter to you nearly as much as you think.

That's because job growth numbers don't matter to job hunters as much as job turnover data. After all, existing jobs open up every day due to promotions, resignations, terminations, and retirements. (Yes, people are retiring even in this economy.) In both good times and bad, turnover creates more openings than economic growth does. Even in June of 2007, when the economy was still humming along, job growth was only 132,000, while turnover was 4.7 million!

And as it turns out, even today—with job growth near zero—over 4 million job hunters are being hired every month.

I don't mean to imply that overall job growth doesn't have an impact on one's ability to land a job. It's true that if total employment were higher, it would mean more jobs for all of us to choose from (and compete for). And it's true that there are currently more people applying for each available job opening, regardless of whether it's a new one or not.

But what often distinguishes those who land jobs from those who don't is their ability to stay motivated. They're willing to do the hard work of identifying their valuable skills; be creative about where and how to look; learn how to present themselves to potential employers; and keep going, even after repeated rejections. The Bureau of Labor Statistics data shows that 2.7 million people who wanted and were available for work hadn't looked within the last four weeks and were no longer even classified as unemployed.

So don't let the headlines fool you into giving up. Four million people get hired every month in the U.S. You can be one of them.

56. The author tends to believe that high unemployment rate _____.
A) deprives many people of job opportunities.
B) prevents many people from changing careers.
C) should not stop people from looking for a job.
D) does not mean the U.S. economy is worsening.
57. Where do most job openings come from?
A) Job growth
B) Job turnover
C) Improved economy
D) Business expansion
58. What does the author say about overall job growth?
A) It doesn't have much effect on individual job seekers.
B) It increases people's confidence in the economy.
C) It gives a ray of hope to the unemployed.
D) It doesn't mean greater job security for the employed.
59. What is the key to landing a job according to the author?
A) Education B) Intelligence C) Persistence D) Experience
60. What do we learn from the passage about the unemployment figures in the US?
A) They clearly indicate how healthy the economy is.
B) They provide the public with the latest information.
C) They warn of the structural problems in the economy.
D) They exclude those who have stopped looking for a job.

KEYS: 56. C 57. B 58. A 59. C 60. D

【点评】

本篇文章选自 TIME 周刊的财经板块, 原文标题为 “Why Job Hunters Shouldn't Worry So Much About Paltry Job Growth”, 文章主要表达了这样一种观点, 即找工作的人不必太在意官方提供的高失业率、就业增长等数据, 原因在于这些并不能说明现实情况, 比如: 人

员更替带来了更多的职位空缺，因此，即便是经济增速缓慢，就业增长为零，依然还是有很多的职位空缺存在。所以，如作者最后点睛所言，So don't let the headlines fool you into giving up. 不灰心不放弃。

从整体语言难度来说，文章难度不是很大，并没有出现过高难度的长难句以及词汇，整体理解起来也相对容易，财经相关的一些词汇基本都是大家比较熟悉的，应当注意掌握的一些商务词汇包括 job turnover（人员更替），termination（解雇），land jobs（找工作）等。

56. 【答案】C

【解析】推理题，本题重点考察作者的观点。题干问作者怎样看待高失业率，据此锁定原文第一段，虽然第一段中的 bad for the economy, discouraging, change careers 等字眼跟选项 ABD 当中的词汇很类似，但是要注意的是，真正表达作者观点的是第一段的最后一句 But it actually shouldn't matter to you nearly as much as you think. 其实高失业率跟你没太大关系。包括原文最后一段第一句“So don't let the headlines fool you into giving up.”所以，综上所述，它不该给你找工作带来阻碍，引申意思就是该怎么办就怎么办，不要在意官方统计的高失业率。

57. 【答案】B

【解析】细节题。题干问大部分的职位空缺来自于哪里？根据4个选项，可以用排除法将 business expansion 排除，因为原文并未提及。在剩下的3个选项中，根据原文第二段的第一句“job growth numbers don't matter to job hunters as much as job turnover data”以及“turnover creates more openings than economic growth does.”，可以确定人员更替（turnover）提供了更多的职位空缺，因此答案为 Job turnover。

58. 【答案】A

【解析】推理题，本题继续考察作者的观点。题干问作者对于整体就业增长（overall job growth）的态度是怎样的，可以定位到原文倒数第三段，关键是第一句：I don't mean to imply that overall job growth doesn't have an impact on one's ability to land a job. 此处用到双重否定，“我并不是说整体就业增长对一个人找工作没有丝毫影响”，也就是说“有一定影响，但是没有那么大”，所以答案是 A，而 BCD 选项的 confidence, hope, job security 原文并未提及。

59. 【答案】C

【解析】细节题。定位原文倒数第二段第一句 But what often distinguishes those who land jobs from those who don't is their ability to stay motivated. 关键词是 stay motivated。

60. 【答案】D

【解析】细节题。根据倒数第二段的最后一句 The Bureau of Labor Statistics data shows that 2.7 million people who wanted and were available for work hadn't looked within the last four weeks and were no longer even classified as unemployed. 可知答案选 D，那一部分人已经被排除掉了，所以失业率这个数据是有水分的。

2013 年 6 月四级考试真题讲评。

Passage Two

Questions 61 to 65 are based on the following passage.

Kodak's decision to file for *bankruptcy* (破产) protection is a sad, though not unexpected, turning point for a leading American corporation that pioneered consumer photography and dominated the film market for decades, but ultimately failed to adapt to the digital revolution.

Although many attribute Kodak's downfall to "*complacency* (自满)", that explanation doesn't acknowledge the lengths to which the company went to reinvent itself. Decades ago, Kodak anticipated that digital photography would overtake film — and in fact, Kodak invented the first digital camera in 1975—but in a fateful decision, the company chose to shelf its new discovery to focus on its traditional film business.

It wasn't that Kodak was blind to the future, said Rebecca Henderson, a professor at Harvard Business School, but rather that it failed to execute on a strategy to confront it. By the times the company realized its mistake, it was too late.

Kodak is an example of a firm that was very much aware that they had to adapt, and spent a lot of money trying to do so, but ultimately failed. Large companies have a different time switching to new markets because there is a temptation to put existing assets into the new businesses.

Although Kodak anticipated the inevitable rise of digital photography, its *corporate* (企业的) culture was too rooted in the successes of the past for it to make the clean break necessary to fully embrace the future. They were a company stuck in time. Their history was so important to them. Now their history has become a liability.

Kodak's downfall over the last several decades was dramatic. In 1976, the company commanded 90% of the market for photographic film and 85% of the market for camera. But the 1980s brought new competition from Japanese film company Fuji Photo, which undermined Kodak by offering lower prices for film and photo supplies. Kodak's decision not to pursue the role of official film for the 1984 Los Angeles Olympics was a major miscalculation. The bid went instead to Fuji, which exploited its sponsorship to win a permanent foothold in the marketplace.

61. What do we learn about Kodak?

- A) It went bankrupt all of a sudden.
- B) It is approaching its downfall.
- C) It initiated the digital revolution in the film industry.
- D) It is playing the dominant role in the film market.

62. Why does the author mention Kodak's invention of the first digital camera?

- A) To show its early attempt to reinvent itself.
- B) To show its effort to overcome complacency.
- C) To show its quick adaptation to the digital revolution.

- D) To show its will to complete with Japan's Fuji Photo.
63. Why do large companies have difficulty switching to new markets?
- A) They find it costly to give up their existing assets.
 B) They tend to be slow in confronting new challenges.
 C) They are unwilling to invest in new technology.
 D) They are deeply stuck in their glorious past.
64. What does the author say Kodak's history has become?
- A) A burden. B) A mirror. C) A joke. D) A challenge.
65. What was Kodak's fatal mistake?
- A) Its blind faith in traditional photography.
 B) Its failure to see Fuji Photo's emergence.
 C) Its refusal to sponsor the 1984 Olympics.
 D) Its overconfidence in its corporate culture.

KEYS: 61. B 62. A 63. D 64. A 65. C

【点评】

本文为我们分析了柯达公司虽然看到了市场前景，但是并没有在战略上把握机会，等意识到错误时，已经为时已晚，并最终走向衰败。对于一出生就接触各种数码产品的考生来说，柯达也许是个并不熟悉的企业，这或许会对阅读带来一定影响，而且本文也有不少商务用语，如 strategy（战略，策略）、sponsorship（赞助），及一些关键词如 anticipate（预期、预计）等，难度并不小。所以平时对于词汇的积累是快速理解阅读内容的关键。

61. 【答案】B

【解析】细节题。从全文第一句中的 bankruptcy（破产）以及第二段第一句 Although many attribute Kodak's downfall to "complacency"... 可知柯达已经衰落了。所以正确答案为 B。根据第全文第一句...a sad, though not unexpected turning point... 可知柯达的衰败，是早有预期的，而不是突然的，排除答案 A；根据第一段最后一句...but ultimately failed to adapt to the digital revolution 可知柯达最终没有适应数字革命，排除答案 C；根据第一段内容，dominate 用的是过去分词形式，即柯达在胶卷市场占主导地位是过去的事实，而非现今，排除答案 D。

62. 【答案】A

【解析】推理题。柯达发明第一台数码相机的例子出现在第二段，该段一开始指出很多人将柯达的衰败归结于柯达的自满，但是这个解释并没有承认柯达在自我改造上做出的努力。接下来作者用柯达发明了第一台数码相机来例证柯达在 reinvent 上的尝试。所以正确答案为 A。答案 C 中 "To show its quick adaptation to the digital revolution" 与第一段最后一句 "ultimately failed to adapt to the digital revolution" 相冲突，且发明了第一台数码相机并不足以说明其顺应了数码革命。

63. 【答案】D

【解析】细节题。根据题干关键词 large companies 和 switch 定位到第四段最后一句 Large

companies have a difficult time switching to new markets because there is a temptation to put existing assets into the new businesses. 根据此句可知，大公司不能进入新市场的原因是它们在开创新业务的过程中，依然不愿放弃现有的优势。接下来第五段用柯达的事例继续阐释了这句话的含义，即 *too rooted in the successes of the past for it to make the clean break necessary to fully embrace the future*，沉溺于过去的辉煌，而不能完全拥抱未来。所以正确答案为 D。

64. 【答案】A

【解析】细节题。根据第五段最后一句话 “Their history was so important to them. Now their history has become a liability”，可知柯达的历史已成自身发展的负担。burden 是对 liability 的同义转换。所以正确答案为 A。

65. 【答案】C

【解析】细节题。最后一段第一句说柯达在过去几十年间的衰败是戏剧性的。之后通过一个个例子来举例说明。从文中 “Kodak’s decision not to pursue the role of official film for the 1984 Los Angeles Olympics was a major miscalculation”，可知柯达犯的主要错误是没有赞助 1984 年的奥林匹克。而对手富士拿到了竞标，并由此赢得了市场上的永久立足点。所以正确答案为 C。

第四章 翻 译

Translation

一、汉译英题型分解

2013 年 8 月 14 日全国大学英语四、六级考试官网发布了“关于大学英语四、六级考试题型调整的说明”（以下简称“说明”）。从“说明”中可以看到，与改革之前相比，新卷的一个重要变化就是翻译题型的改变。表 4-1 列出了翻译题型的新变化，并与改革前做了对比。

表 4-1 翻译题型改革前后对比表

	改革前 (2006 年 12 月—2013 年 6 月)	改革后 (2013 年 12 月—)
考察形式	单句翻译	段落翻译
考查内容	无特定说明	“涉及中国的历史、文化、经济、社会发展等”
考试时间	5 分钟	30 分钟
分值比例	5 %	15 %

- 下面我们就变化点逐条进行分析。
- (1) 考察形式从单句翻译变为段落翻译。改革前的句子翻译是给出一句话的半句英文，另外半句以中文显示，要求学生对中文部分进行翻译，有时还有虚拟、倒装等特殊的语法和句型要求。改革后则是给出一个 140 至 160 个汉字的段落，要求学生对整个段落作出翻译。这里我们可以总结出两个显性变化和两个隐性变化。首先，非常明显的两点是，以后的考试要求学生翻译的长度更长，并且没有英文提示。其次，从显性变化的背后我们可以总结出，新的考试加强了对考生语言整体感的考察，不仅是单句翻译还有句间衔接，同时放松了对语法细节的要求。就段落翻译而言，它并非单句翻译的简单相加，其中涉及使用代词代替重复出现的主语，加入连词明确上下句关系等翻译技巧。同时，相对于单句翻译而言，学生拥有更大的主体性进行段落翻译，可以选择使用复合句，也可以使用简单句，可以选择使用倒装，也可以放弃倒装。只要意思表达准确，即完成任务。这实际上是放松了对于语法细节的要求。
- (2) 考察内容从无特定说明变为特定指向。改革前的句子翻译在内容上并没有特别倾向，考察重点在于通过上下半句的小语境正确使用语言，包括单词、时态、语态等。这实

际上是一种以形式为导向的 (form-oriented), 或者更具体地说, 是以语法为导向 (grammar-oriented) 的考试。新发布的“说明”则明确了“翻译内容涉及中国的历史、文化、经济、社会发展等”。很明显, 至少是翻译部分, 考试正变为以内容为导向 (content-oriented) 的考试。换言之, 相对于精确的语法而言, 言之有物更为重要。

下面来看看考试时间和分值比例的变化。

(3) 考试时间从 5 分钟变为 30 分钟。

(4) 分值比例从仅占全卷的 5% 变为 15%。改革前的试卷对于输入能力的考察, 包括听和读, 在分值上占到了 70%, 对于输出能力的考察, 包括写和译, 仅占 20%。在改革后, 以语法为导向的 (grammar-oriented) 完型 (或改错) 部分被取消, 而翻译在占时和分值上均大幅提高, 这样对输出能力的考核部分所占比例就上升到了全卷的 30%。试卷结构的改革传递出这样的信息: 输入是基础, 听说并重; 输出为目的, 写译兼顾。翻译不再是可有可无的 5%, 理应得到更多的重视。

二、汉译英应考策略

翻译新题型公布后, 师生均倍感压力, 有评论认为段落翻译必将成为考生失分的黑洞。但就如同听力部分变长句为单词未必是降低难度, 考生面对段落翻译也不一定就只能束手无策。下面我们就前期备考和考场答题两个方面分享一些翻译应考策略, 抛砖引玉, 供大家参考借鉴。

首先是备考阶段, 也就是日常学习中要夯实基础, 全面提高; 有的放矢, 定向训练; 写译结合, 注重输出。

1. 夯实基础, 全面提高

翻译体现出的是译者的综合素质, 要得到好的翻译作品, 必须具备扎实的语言功底和敏锐的文化意识。四级考试中的翻译是面向初中级的英语学习者, 并不要求译文尽善尽美, 只求表义清楚, 语言准确。但即便如此, 也需要考生猛抓基本功, 功夫在卷外。听、说、读、写、译是一个有机的整体, 相互影响, 相互促进。因此, 单词、语法、阅读训练都不能放松。尤其值得一提的是阅读, 作为双语学习者, 没有有效的外语输入, 就不可能具备高超的输出能力。因此, 提高对翻译考察的标准实际上也是对阅读提出了更高的要求。相信此次改革的初衷也正是通过变化使四、六级考试成为更有效地检验和促进英语学习的途径, 从而帮助同学们更均衡地发展语言技能。

2. 有的放矢, 定向训练

发展综合语言素质, 不等于没有重点。“说明”中明确指出“原单句汉译英调整为段落汉译英。翻译内容涉及中国的历史、文化、经济、社会发展等。四级长度为 140~160 个汉字”。因此, 在日常训练时, 应着重练习在规定时间内 (30 分钟) 内完成相应长度和相关内容的翻译。

就体裁而言, 样卷中的翻译属于说明文; 题材则是中国文化中的“剪纸”。翻译题型的变化, 进一步传递出这样一个信息: 学习英语要学以致用, 能够用英文把我国介绍给外国

朋友,介绍到国际舞台。在这种导向下,加强对我国外宣翻译的关注成为必然。在学习时,英文报纸和期刊,以及与中国历史、文化、经济、社会发展相关的书籍都是不错的参考资料。具体说来,《21 世纪英文报》《英语学习》《英语世界》等都是适合考生了解我国社会发展和文化动态,在增长知识的同时提高英文水平的好读物。

3. 写译结合,注重输出

近年来,“英语学习无用论”伴随着对大学英语四、六级考试的质疑甚嚣尘上。但事实上,不少研究表明我国的英语教育有其优越之处,取得了较好的成绩,与十年前相比,当前的大学生英语词汇习得能力确有显著提高,其中四、六级考试无疑起到了重要的推动作用。然而,这还不够。我国学生历来以优异的书面阅读能力著称,随着听力部分在试卷中的比重的大幅增加,听的能力也比以往有了较大改观。相对而言,输出就成了弱项,“写不能写、译不能译、说不能说”。这样的英语学习没有实现语言学习的目的,会直接伤害学习者的积极性。因此,在下一阶段,教师和学生都应该有意识地加强输出能力的培养。有评论说,新的翻译题型,百分之五十是在考写作。此不尽然,但不无道理。就遣词造句,篇章意识而言,两者有相通之处。日常训练,不妨写译结合,共同提高。

谈过平日积累,再来说一说临场答题的具体策略。

1. 放松心态

由于考的是新题型,加之不适应段落翻译,紧张心情可以预见。但要在有限的时间内完成任务,放松心态是前提。以平静的情绪,尽己所能,用自己掌握的语言来翻译就好了,慌乱之中是出不来好译文的。

2. 控制时间

与写作相似,新的翻译题也是要求在 30 分钟内完成,其间应做到通读全文,认真思考,谨慎落笔,译后检查,有必要的地方再进行修改、润色。这几个步骤,要按自己的习惯安排好时间。

3. 表意为先

新的翻译题型没有硬性要求考生必须要使用某个短语或句式,实际上这是放松了对语法细节的要求。因此,在遣词造句上,学生较以往拥有更大的自主权。此时应谨记,单词未必是越难越好,句式未必是越复杂越好,只要把意思表达清楚就是成功。

4. 句段平衡

好的翻译,在对比原文和译文的时候,可能会发现中、英文的语句顺序完全不一致,这是因为译者根据目的语语言习惯做了逻辑上的调整,但这么做并不适用于四级考试的翻译。四级考试,还是应基本以原文顺序为准,逐句翻译。同时,注意句间衔接,使用增译及省略等技巧,使一段话成为一个有机整体。

三、汉译英试题讲练

下面以 2013 年 9 月大学英语四、六级考试委员会发布的样题为例讲解段落翻译。

【原文】①剪纸 (paper cutting) 是中国最为流行的传统民间艺术形式之一。②中国剪纸有一千五百多年的历史, 在明朝和清朝时期 (the Ming and Qing Dynasties) 特别流行。③人们常用剪纸美化居家环境。④特别是在春节和婚庆期间, 剪纸被用来装饰门窗和房间, 以增加喜庆的气氛。⑤**剪纸最常用的颜色是红色, 象征健康和兴旺。**⑥中国剪纸在世界各地很受欢迎, 经常被用做馈赠外国友人的礼物。

【参考译文】①Paper cutting is one of China's most popular traditional folk arts. ②Chinese paper cutting has a history of more than 1,500 years. ③It was widespread particularly during the Ming and Qing Dynasties. ④People often beautify their homes with paper cuttings. ⑤During the Spring Festival and wedding celebrations, in particular, paper cuttings are used to decorate doors, windows and rooms in order to enhance the joyous atmosphere. ⑥The color most frequently used in paper cutting is red, which symbolizes health and prosperity. ⑦Chinese paper cutting is very popular around the world and it is often given as a present to foreign friends.

中文原文共包含 6 个句子, 含英文提示在内 156 个字符。在对照原文和参考译文后, 可以发现译文基本符合逐句翻译, 适当衔接的原则, 只对原文第二句做了简单拆分, 形成了两句英文。

就句子类型而言, 译文中句①至句⑤均为简单句, 前 4 句平均句长为 10 个单词, 句⑤较长, 共含 26 个单词, 使用了被动语态。句⑥为从属复合句, 包含了一个由 which 引导的非限定性定语从句。句⑦是一个并列复合句, 由 and 连接。译文整体难度不大, 句式相对简单, 也没有出现以往单句翻译中经常出现的倒装等, 甚至中英翻译中常见的主被动转换也没有用到。样卷题目设计明确地传递着这样一个信息: 清晰传递信息是关键, 内容是关键。

在语法点上, 重点胜过难点。译文中多次出现介词短语和不定式的常规用法, 如 “beautify their homes with paper cuttings”, “to decorate doors...”。在整个译文中, 中文句⑤的翻译 (对应译文句⑥) 语法点较为集中, 用到了分词做后置定语, “most frequently used in paper cutting” 后置修饰 “the color”; 还有 which 引导的非限定性定语从句, 表达 “象征健康和兴旺”。这些介词短语、不定式、分词及定语从句的用法都是英语中最基本、最常用的表达, 对于基本功好的同学基本没有难度。

本样题中特别需要考生注意的有两点, 第一就是与文化、生活相关的词汇, 比如 “民间艺术” “居家环境” “婚庆” “喜庆的气氛” 等, 有些有专门的英文表达, 有些则不必一一对应, 可以在整个句子中顺义表达。总的说来, 考生应该增加相关的阅读量, 注意积累词汇、培养语感。第二, 要注意句间的衔接, 而不是单句翻译的简单叠加, 如译文句③用代词 “it” 代替了前面已经两次出现的 “中国剪纸”。

总的来说, 样题中段落翻译的译文是按句翻译, 句型及语法点相对简单, 文化特色词汇表达准确, 句间衔接连贯。这也是考生应试新题型应大概遵循的原则。译文无绝对, 只要做到表义清晰, 表达准确, 就是好译文了。

第二部分

模拟试题和历年真题

Model Test One

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. You should start your essay with **a brief description** of the picture and then express your views on the importance of saving food. You should write at least 120 words but no more than 180 words. Write your essay on *Answer Sheet 1*.



Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

1. A) At least 38. B) At least 28. C) About 61. D) About 45.
2. A) Taliban. B) Al Qaeda Organization.
C) Islamic State. D) Not known.

Questions 3 to 5 will be based on the following news item.

3. A) Humans sleep longer hours than other mammals.
B) Humans sleep less than other mammals.
C) Humans and other mammals have similar sleeping patterns.
D) Humans 'sleep is less efficient than mammals'.
4. A) 5-7 hours. B) 7-10 hours. C) 10-14 hours. D) 14-17 hours.
5. A) Human sleeping habits evolved during prehistoric times.
B) Better sleeping habits resulted in better health.
C) Humans change their sleeping habits from time to time.
D) One's sleeping habit is formed in one's childhood.

Questions 6 to 8 will be based on the following news item.

6. A) By e-mails, Twitter and Skype.
B) By letters, e-mails and Twitter.
C) By letters, telephones and Facebook.
D) By telephones, Twitter and Facebook.
7. A) The digital services are in English only.
B) The program is available at 50 campuses.
C) Most of the families involved are rich.
D) There are free online translation sites.
8. A) Students in the school are of diverse nationalities.
B) There were 600 students from Bangladesh.
C) 1 in 5 students came from South Korea.
D) 12% students came from Spain.

Questions 9 to 11 are based on the conversation you have just heard.

9. A) He worked to coordinate community projects at the project center.
B) He tutored kids in public school.
C) He helped those public kids with their homework.
D) He volunteered to help those juveniles in public school.
10. A) He made sure he had enough time to attend classes.
B) He made sure his volunteering hours didn't conflict with his readings and lectures.
C) He made sure there would be no interference during his volunteering hours.
D) He made sure that he could finish his volunteering hours ahead of time.
11. A) Recommend herself to the community. B) Make some random phone calls.

- C) Ask someone to recommend her a work. D) Try the web/call the community center.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) It has unbelievably cheap beers. B) It has unbelievably cheap wines.
C) It has unbelievably cheap drinks. D) It has unbelievably cheap icebergs.
13. A) It's a way to get off work. B) It's a sign of immaturity.
C) It's a good way to fall asleep. D) It's fashionable and he enjoys drinking.
14. A) The first time he went to a bar to get drunk.
B) The first time he went to a bar to pick up girls there.
C) The first time he went to a bar to fight with other boys.
D) The first time he went to a bar to celebrate his birthday.
15. A) On weekends. B) On holidays. C) On Fridays. D) On his birthdays.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Passage One

Questions 16 to 19 are based on the passage you have just heard.

16. A) Your organs turn swollen. B) Your tears keep running.
C) You cannot swallow anything. D) You feel difficulty in breathing.
17. A) Because people stay indoors and breathe the air with germs.
B) Because people's immunity system doesn't work well during cold days.
C) Because cold germs survive better in low temperature.
D) Because people don't wear enough clothes.
18. A) The blood of patient. B) The organs of patient.
C) The hands of patient. D) The sneeze of patient.
19. A) To put on more clothes and keep warm.
B) To wash hands often and try not to touch noses and eyes.
C) To stay outdoors and do more sports.
D) To take shower and change coat frequently.

Passage Two

Questions 20 to 22 are based on the passage you have just heard.

20. A) To enable children buy things they want.

- B) To make children learn to be independent.
C) To make children own the experience of spending money.
D) To make children learn to invest.
21. A) The amount of money they need to pay.
B) Whether children have a plan of saving money.
C) Whether children know the value of money.
D) Whether children have a plan of spending money.
22. A) Those jobs are a normal part of family life.
B) Those jobs have no challenge at all.
C) Parents needn't help in those works.
D) Children are not interested in doing those jobs.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) The most important tool in their lives.
B) Their religion symbols.
C) One of the essential elements that make up the world.
D) A tool only for cooking and lighting.
24. A) Oxygen and candle wax. B) Carbon dioxide and wood.
C) Carbon dioxide and gasoline. D) Carbon dioxide and fuel.
25. A) The heat. B) The light.
C) A chemical reaction. D) Fuel.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Being able to do more in the virtual world will make the mechanics of our physical world more efficient. As digital connectivity 26 the far corners of the globe, new users will employ it to improve 27 inefficient markets, systems and behaviors, in both the most and least 28 societies. The resulting gains in efficiency and productivity will be profound, particularly in developing countries, where technological 29 and bad policies have stymied growth and progress for years.

Mobile phones are 30 how people in the developing world access and use information,

and adoption rates are soaring. There are already more than 650 million mobile phone users in Africa, and 31 3 billion across Asia. The majority of these people are using basic-feature phones-voice calls and text messages only, because the cost of data service in their countries is often prohibitively expensive. This will change and, when it does, the smartphone revolution will 32 benefit these populations.

What connectivity also brings, beyond mobile phones, is the ability to collect and use data. Data itself is a tool, and in places where 33 statistics about health, education, economics and the population's needs have stalled growth and development, the chance to 34 is a game-changer. Everyone in society benefits, as governments can better 35 the success of their programs, and media and other nongovernmental organizations can use data to support their work and check facts.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 36 to 45 are based on the following passage.

We may think of our kids' online, mobile, and technological activities as "digital life," but to them, it's just life. Their world is as much about creating media as it is about 36 it. Media devices have become extremely powerful and 37. Phones aren't simply for phone calls but for sending texts, filming videos, 38 and sharing photos, and accessing the Internet. Our kids use their computers to do their homework, but they also use them to 39, stream video, create movies and songs. And they can communicate or connect at any time 40 just about any location.

We want our kids to make great decisions so they can take advantage of the powerful technology that 41 their lives. But in order to make good choices, kids must know how the digital world works. The very nature of their 42 connected culture means kids must understand the concept of 43 so that what they post and create won't hurt them or embarrass them at some point down the line. The fact that much of digital communication can be *anonymous* (匿名的) means that 44 can be separated from actions which can lead to

irresponsible or unrespectful behavior. Much of the task of childhood 45 figuring out who you are. But in digital life, anything said or posted can live on indefinitely and create undesired reputations.

- | | |
|-----------------|---------------|
| A) portable | I) far |
| B) solutions | J) constantly |
| C) consequences | K) negatively |
| D) fills | L) consuming |
| E) socialize | M) having |
| F) snapping | N) involves |
| G) assuming | O) from |
| H) privacy | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

Tips for Living to 100

- A) The biggest factor that determines how well you age is not your genes but how well you live. Not convinced? A new study published in the British Medical Journal of 20,000 British folks shows that you can cut your risk of having a stroke in half by doing the following four things: being active for 30 minutes a day, eating five daily servings of fruit and vegetables, and avoiding cigarettes and excess alcohol.
- B) While those are some of the obvious steps you can take to age well, researchers have discovered that centenarians tend to share certain traits in how they eat, move about, and deal with stress—the sorts of things we can emulate to improve our own aging process. Of course, getting to age 100 is enormously more likely if your parents did. Still, Thomas Perls, who studies the century-plus set at Boston University School of Medicine, believes that assuming you’ve sidestepped genes for truly fatal diseases like Huntington’s, “there’s nothing stopping you from living independently well into your 90s.” Heck, if your parents and grandparents were heavy smokers, they might have died prematurely without ever reaching their true potential lifespan, so go ahead and shoot for those triple digits by following these habits.
- C) “Evidence shows that in societies where people stop working abruptly, the incidence of obesity and chronic disease skyrockets after retirement,” says Luigi Ferrucci, director of the

Baltimore Longitudinal Study of Aging. The Chianti region of Italy, which has a high percentage of centenarians, has a different take on leisure time. “After people retire from their jobs, they spend most of the day working on their little farm, cultivating grapes or vegetables,” he says. “They’re never really inactive.” Farming isn’t for you? Volunteer as a docent at your local art museum or join the Experience Corps, a program offered in 19 cities that places senior volunteers in urban public elementary schools for about 15 hours a week.

- D) Flossing may help keep your arteries (动脉) healthy. A 2008 New York University study showed that daily flossing reduced the amount of gum-disease-causing bacteria in the mouth. This bacteria is thought to enter the bloodstream and trigger inflammation (炎症) in the arteries, a major risk factor for heart disease. Other research has shown that those who have high amounts of bacteria in their mouth are more likely to have thickening in their arteries, another sign of heart disease. “I really do think people should floss twice a day to get the biggest life expectancy benefits,” stresses Perls. “Exercise is the only real fountain of youth that exists,” says Jay Olshansky, a professor of medicine and aging researcher at the University of Illinois at Chicago. “It’s like the oil and lube job for your car. You don’t have to do it, but your car will definitely run better.” Study after study has documented the benefits of exercise to improve your mood, mental acuity, balance, muscle mass, and bones. “And the benefits kick in immediately after your first workout,” Olshansky adds. Don’t worry if you’re not a gym rat. Those who see the biggest payoffs are the ones who go from doing nothing to simply walking around the neighborhood or local mall for about 30 minutes a day. Building muscle with resistance training is also ideal, but yoga classes can give you similar strength-training effects if you’re not into weight lifting.
- E) Getting a serving of whole-grains, especially in the morning, appears to help older folks maintain stable blood sugar levels throughout the day, according to a recent study conducted by Ferrucci and his colleagues. “Those who do this have a lower incidence of diabetes, a known accelerator of aging,” he says. Instead of skimping on sleep to add more hours to your day, get more to add years to your life. “Sleep is one of the most important functions that our body uses to regulate and heal cells,” says Ferrucci. “We’ve calculated that the minimum amount of sleep that older people need to get those healing REM phases is about six hours.” Those who reach the century mark make sleep a top priority.
- F) Strong evidence suggests that people who have high blood levels of certain nutrients—selenium, beta-carotene, vitamins C and E—age much better and have a slower rate of cognitive decline. Unfortunately, there’s no evidence that taking pills with these nutrients provides those anti-aging benefits. “There are more than 200 different carotenoids and 200 different flavonoids in a single tomato,” points out Ferrucci, “and these chemicals can all have complex interactions that foster health beyond the single nutrients we know about like lycopene or vitamin C.” Avoid nutrient-lacking white foods (breads, flour, sugar) and go for

all those colorful fruits and vegetables and dark whole-grain breads and cereals with their host of hidden nutrients.

- G) It may work for Woody Allen, who infuses his worries with a healthy dose of humor, but the rest of us neurotics may want to find a new way to deal with stress. “We have a new study coming out that shows that centenarians (百岁老人) tend not to internalize things or dwell on their troubles,” says Perls. “They are great at rolling with the punches.” If this inborn trait is hard to overcome, find better ways to manage when you’re stressed: Yoga, exercise, meditation, tai chi, or just deep breathing for a few moments are all good. Ruminating, eating chips in front of the TV, binge drinking? Bad, very bad.
- H) Americans who define themselves as Seventh Day Adventists have an average life expectancy of 89, about a decade longer than the average American. One of the basic tenets of the religion is that it’s important to cherish the body that’s on loan from God, which means no smoking, alcohol abuse, or overindulging in sweets. Followers typically stick to a vegetarian diet based on fruits, vegetables, beans, and nuts, and get plenty of exercise. They’re also very focused on family and community. Centenarians tend to live by strict routines, says Olshansky, eating the same kind of diet and doing the same kinds of activities their whole lives. Going to bed and waking up at the same time each day is another good habit to keep your body in the steady equilibrium that can be easily disrupted as you get on in years. “Your physiology becomes frailer when you get older,” explains Ferrucci, “and it’s harder for your body to bounce back if you, say, miss a few hours of sleep one night or drink too much alcohol.” This can weaken immune defenses, leaving you more susceptible to circulating flu viruses or bacterial infections.
- I) Having regular social contacts with friends and loved ones is the key to avoiding depression, which can lead to premature death, something that’s particularly prevalent in elderly widows and widowers. Some psychologists even think that one of the biggest benefits elderly folks get from exercise is the strong social interactions that come from walking with a buddy or taking a group exercise class. Having a daily connection with a close friend or family member gives older folks the added benefit of having someone watch their back. “They’ll tell you if they think your memory is going or if you seem more withdrawn,” says Perls, “and they might push you to see a doctor before you recognize that you need to see one yourself.”
46. Flossing everyday reduces the amount of bacteria and people’s risks for heart disease.
47. Regular intake of colorful foods with certain nutrients can provide anti-aging benefits, but no evidence suggests that taking pills of vitamins will do the same.
48. According to the studies by Thomas Perls, theoretically nothing can stop you from reaching true potential lifespan except some fatal diseases.
49. Missing hours of sleep or drinking too much alcohol makes you more susceptible to viruses or infections.

- 50. People who retire abruptly may have the risk of gaining weight, so keeping doing regular work is an effective way to keep health.
- 51. The key to avoiding depression is to have regular social contacts with friends and loved ones.
- 52. Having yoga classes is beneficial since it helps to build muscles with resistance training.
- 53. The risk of having a stroke might be reduced by keeping away from smoking and avoiding drinking too much alcohol.
- 54. Average Americans live a decade shorter than those people who call themselves Seventh Day Adventists.
- 55. Breathing for a few moments and meditation are good ways to manage when you are stressed.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 56 to 60 are based on the following passage.

Many parents of 20-somethings worry that their offspring haven't yet found a career path, gotten married or become financially independent. These parents should chill out.

Recent research into how the brain develops suggests that people are better equipped to make major life decisions in their late 20s than earlier in the decade. The brain, once thought to be fully grown after puberty, is still evolving into its adult shape well into a person's third decade, pruning away unused connections and strengthening those that remain, scientists say.

The findings are part of a new wave of research into 'emerging adulthood', the years roughly from 18 to 29, which psychologists, sociologists and neuroscientists increasingly see as a distinct life stage. For young adults, it can be a stressful time. High rates of anxiety, depression, motor-vehicle accidents and alcohol use are at their peak from 18 to 25, trends that tend to level out by age 28, studies show. The front part of the brain, called the prefrontal cortex, is one of the last brain regions to mature. It is the area responsible for planning, prioritizing and controlling impulses. The fact that the brain stays unfinished during early adulthood is the best thing that ever happened to humans because it allows us to adapt to changing environments. By the late 20s, there's better communication between parts of the brain that process emotions and social information—like what people think of you—and the parts that are important for planning ahead and balancing risk and reward. Cognitively stimulating can help emerging adults maximize their

brain potential in this period.

Rates of depression, anxiety and other mental-health issues are higher in the teens and 20s than in any other decade except the 80s. Some experts blame the roller coaster of change and uncertainty during the youthful years. There's also a lot of loneliness and making and breaking of romantic relationships in this period. Many of those issues ease by the late 20s.

Parents who suspect their grown children could have a mental-health problem should get an assessment right away. It's extremely complicated even for professionals to parse out what's developmental and what's a mental-health problem in this age period. If your kid won't go, go yourself and get professional advice. You can't even start working on the developmental stuff if there's a mental-health issue.

56. According to the experts, why should parents of 20-somethings chill out their children's future?
 - A) Because their children would be financially independent after getting married.
 - B) Because their children would make wiser life decisions in their late 20s.
 - C) Because their children would continue to evolve into an adult brain.
 - D) Because their children would find their own career path with independence.
57. Which of the following is not true about the "emerging adulthood"?
 - A) Psychologists see this period as a life stage with lots of stress.
 - B) Young people tend to become anxious and depressed.
 - C) Brain which stays unfinished will help adapt to changes.
 - D) Brain will be fully grown into adult shape in puberty.
58. That high rates of anxiety, depression, motor-vehicle accidents and alcohol use tend to level out by age 28 is mainly because _____.
 - A) Young people will realize their own problems by age 28.
 - B) The prefrontal cortex becomes fully mature by age of 28.
 - C) Young people are cognitively stimulated by age of 28.
 - D) Stress from life has been greatly reduced by age of 28.
59. How do parents deal with the mental-health issues of their children according to the passage?
 - A) They should take their children to see a doctor for some medicine.
 - B) They should subtly adjust the communication with their children.
 - C) They should openly discuss these problems with their children.
 - D) They should make a professional diagnose for children's mental state.
60. Which of the following title is most suitable for this passage?
 - A) Delayed development
 - B) Brain and age
 - C) Problems of 20-somethings
 - D) Mental development

Passage Two

Questions 61 to 65 are based on the following passage.

Happiness is contagious, researchers reported. The same team that demonstrated obesity and smoking spread in networks has shown that the more happy people you know, the more likely you are yourself to be happy, and getting connected to happy people improves a person's own happiness.

Christakis and James Fowler, a political scientist at the University of California, have been using data from 4,700 children of volunteers in the Framingham Heart study, a giant health study begun in Framingham Massachusetts in 1948. They have been analyzing facts from tracking sheets dating back to 1971, following births, marriages, death, and divorces. Volunteers also listed contact information for their closest friends, co-workers, and neighbors.

They assessed happiness using a simple, four-question test. People are asked how often during the past week, one, I enjoyed life, two, I was happy, three, I felt hopeful about the future, and four, I felt that I was just as good as other people. The 60 percent of people who scored highly on all four questions were rated as happy, while the rest were designated unhappy. People with the most social connections were also the happiest, the data showed.

Each additional happy person makes you happier. Your happiness depends on what is going on around you. It is not just happy people connecting with happy people, which they do. Above and beyond, there is this contagious process going on.

And they discovered happiness is more contagious than unhappiness. If a social contact is happy, it increases the likelihood that you are happy by 15 percent. A friend of a friend, or the friend of a spouse or a sibling, if they are happy, increases your chances by 10 percent. But every extra unhappy friend increases the likelihood that you'll be unhappy by 7 percent. The finding is interesting but useful on the other hand. Among other benefits, happiness has been shown to have an important effect on reduced mortality, pain reduction, and improved cardiac function. So better understanding of how happiness spreads can help us learn how to promote a healthier society. The study also fits in with other data that suggested that in 1984 having \$ 5,000 extra increased a person's chances of becoming happier by about 2 percent. "A happy friend is worth about \$ 20, 000," Christakis said. His team also is examining the spread of depression, loneliness, and drinking behavior.

61. The word "contagious" (Line 1, Para 1) in the passage probably means _____.

- A) stretching B) relaxing C) extending D) spreading

62. Which of the following contagious behaviors is not examined by Christakis and Fowler's team?

- A) getting fat B) gambling C) drinking D) smoking

63. Which of the following is true according to the passage?

- A) Happiness is contagious because it's an emotional stampede.

- B) The finding is from an analysis of tracking sheets of 4,700 children volunteers.
 - C) The 40 percent of volunteers scored highly on all four questions.
 - D) The more people a person knows, the happier he would be.
64. Which of the following about the contagiousness of happiness is not true?
- A) Happy social connections will increase the possibility of one's happiness.
 - B) Even unhappy friends will be influenced and become happy.
 - C) People can benefit a lot from happiness on health.
 - D) Money will increase a person's chance of having more social connections.
65. What's the passage mainly about?
- A) How happiness functions among people.
 - B) How happiness spreads among people.
 - C) How happiness is closely related to health.
 - D) How Christakis researches happiness.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

据记载，中国的灯笼（lantern）起源于 1800 多年前的西汉时期（the Western Han Dynasty）。到了唐代（the Tang Dynasty），灯笼与佛教（Buddhism）联系起来，从此点灯成了元宵节官方庆祝活动的一部分。不同地区的彩灯风格迥异，不同形状的灯笼也各有寓意。在元宵节，许多灯笼上写有谜语，猜灯谜是大家喜爱的传统娱乐活动。因为灯笼能增添喜庆的气氛，在其他节日也经常使用灯笼，尤其是红色的灯笼进行装饰。

Model Test Two

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: *Attend Your Classes Regularly*. You should write 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on *Answer Sheet 1*.

1. 现在大学校园里，迟到、早退、旷课是常见的现象。
2. 出现这种现象的原因。
3. 你的看法。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

- | | |
|----------------------------|--------------------------|
| 1. A) More than 3 million. | B) About 23.1 million. |
| C) More than 14 million. | D) About 20 million. |
| 2. A) Strict gun control. | B) Serious gun violence. |

- C) Growing concern over national security. D) Great increase in gun sales.

Questions 3 to 5 will be based on the following news item.

3. A) July 2. B) July 3. C) July 4. D) July 5.
 4. A) He made a mistake about the date of Independence Day.
 B) He didn't remember the exact date of his birthday.
 C) He misspelt his name.
 D) He forgot the exact date of his wedding day.
 5. A) Barbecues. B) Parades. C) Fireworks. D) Football games.

Questions 6 to 8 will be based on the following news item.

6. A) She was shot in the head by Taliban gunmen.
 B) She was bullied at the school.
 C) She was robbed on her way to school.
 D) She was suspended from school.
 7. A) Doubtful. B) Optimistic. C) Pessimistic. D) Indifferent.
 8. A) To raise money for the underdeveloped countries.
 B) To help the illiterate in developing countries.
 C) To help the disabled in developing countries.
 D) To ensure that girls have access to school.

Questions 9 to 11 are based on the conversation you have just heard.

9. A) It has been borrowed by other students. B) It has been stolen.
 C) There is no copy available at the branch. D) It has been put off shelves.
 10. A) He advised her to reserve. B) He suggested her to go to another branch.
 C) He said he could offer her a copy. D) He suggested her to wait until it is available.
 11. A) One more week. B) Another six weeks.
 C) Another three months. D) Another three weeks.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) The Royal House. B) The Royal Hotel.
 C) The Royal Palace. D) The Royal Inn.
 13. A) She forgot to bring her glasses. B) She has something wrong with her eyes.
 C) Her eyes got injured accidentally. D) She was blind when she was born.
 14. A) There's a post office right across the street.
 B) There's a camel right across the street.
 C) There's a bus station right across the street.
 D) There's a beautiful park right across the street.
 15. A) She still doesn't know how to get there.
 B) There is no bus available.
 C) It is a 50-minute uphill road, she couldn't walk that far.

D) It will take her too long to walk and she's in a hurry.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) It was used as shelter during the raining day.
B) It was used for privileged people to visit.
C) It was only opened to vacationers.
D) It was only used for educating young children.
17. A) Enjoy different kinds of music. B) Play lots of instruments.
C) Appreciate 17th century music. D) Encounter some famous musicians.
18. A) People learn best when they operate in the experiment.
B) People learn best when they see the experiment process.
C) People learn best when the teacher demonstrates the experiment.
D) People learn best when they are children.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A) Keep talking and have good manner. B) Invite Americans to visit your home.
C) Make yourself at home. D) Dress formally and bring a gift.
20. A) It is expected by all American hosts. B) Only flowers, candy and toys are popular gifts.
C) It is up to guests themselves. D) It is an obligation to bring gifts.
21. A) Home cooking food. B) Restaurant food.
C) Guest's favorite food. D) Some food brought by guests.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) Brush teeth with toothpaste. B) Avoid eating sweet food.
C) Wash teeth with water. D) Check teeth every one month.
23. A) To dispel unpleasant smell. B) To reduce the acid in the mouth.
C) To make foam for visual effect. D) To bleach the teeth.

24. A) It can soften the tooth enamel. B) It helps to kill the acid-producing bacteria.
C) It provides nutrition to teeth. D) It makes lots of foam.
25. A) You will feel uncomfortable to drink orange juice after brushing teeth.
B) You cannot drink juice after brushing teeth.
C) You cannot taste juice after brushing teeth.
D) Drinking orange juice will have bad effect on your teeth.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Danish scientists say appearance alone can 26 survival, after they studied 387 pairs of twins.

The researchers asked nurses, trainee teachers and peers to guess the age of the twins from mug shots. Those rated younger-looking tended to 27 their older-looking sibling, the British Medical Journal reports.

The researchers also found a plausible biological 28 for their results. Key pieces of DNA called telomeres, which indicate the ability of cells to replicate, 29 how young a person looks. A telomere of shorter 30 is thought to signify faster ageing and has been linked with 31 diseases. In the study, the people who looked younger had longer telomeres.

All of the twins were in their 70s, 80s or 90s when they were 32. Over a seven-year follow-up the researchers, led by Professor Kaare Christensen of the University of Southern Denmark, found that the bigger the difference in 33 age within a pair, the more likely it was that the older-looking twin died first.

The age, sex and professional background of the assessors 34 to any of the results. Professor Christensen said it might be that people who have had a 35 life are more likely to die early - and their life is reflected in their face.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one*

word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

The batteries owe their high performance to their 36 three-dimensional microstructure. Batteries have two key 37: the anode (plus side) and cathode (minus side). Building on a novel fast-charging cathode, the researchers developed a matching anode and then developed a new way to integrate the two components at the microscale to make a complete battery with superior 38.

With so much power, the batteries could enable sensors or radio 39 that broadcast 30 times 40, or devices 30 times smaller. The batteries are 41 and can charge 1,000 times faster than competing technologies—imagine juicing up a credit-card-thin phone in less than a second. In addition to consumer electronics, medical devices and other applications could see 42 forward in technology with such power sources available.

“Any kind of electronic device is 43 by the size of the battery—until now,” King said. “Consider personal medical devices and implants, where the battery is a 44 brick, and it’s connected to itty-bitty electronics and tiny wires. Now the battery is also tiny.”

Now, the researchers are working on integrating their batteries with other electronics components, as well as manufacturability at low cost. Pikul said. “It’s a new enabling technology. It’s not a progressive improvement over 45 technologies; it breaks the normal paradigms of energy sources. It’s allowing us to do different, new things.”

- | | |
|-----------------|-----------------|
| A) portable | I) farther |
| B) signs | J) batteries |
| C) applications | K) performance |
| D) limited | L) rechargeable |
| E) previous | M) internal |
| F) signals | N) confronted |
| G) components | O) leaps |
| H) former | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more

than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

The Gulf Between College Students and Librarians

- A) Students rarely ask librarians for help, even when they need it. This is one of the sobering truths these librarians, representing a group of Illinois universities, have learned over the course of a two-year, five-campus ethnographic study examining how students view and use their campus libraries. The idea of a librarian as an academic expert who is available to talk about assignments and hold their hands through the research process is, in fact, foreign to most students. Those who even have the word “librarian” in their vocabularies often think library staff are only good for pointing to different sections of the stacks.
- B) The ERIAL (Ethnographic Research in Illinois Academic Libraries) project—a series of studies conducted at Illinois Wesleyan, DePaul University, and Northeastern Illinois University, and the University of Illinois’s Chicago and Springfield campuses—was a meta-exercise for the librarians in practicing the sort of deep research they champion. Instead of relying on surveys, the libraries enlisted two anthropologists, along with their own staff members, to collect data using open-ended interviews and direct observation, among other methods. The goal was to generate data that, rather than being statistically significant but shallow, provided deep, subjective accounts of what students, librarians and professors think of the library and each other at those five institutions.
- C) The most alarming finding in the ERIAL studies was perhaps the most predictable: when it comes to finding and evaluating sources in the Internet age, students are extremely Internet-dependent. Only 7 out of 30 students whom anthropologists observed at Illinois Wesleyan “conducted what a librarian might consider a reasonably well-executed search,” wrote Duke and Andrew Asher, an anthropology professor at Bucknell University, whom the Illinois consortium called in to lead the project.
- D) Throughout the interviews, students mentioned Google 115 times—more than twice as many times as any other database. The prevalence of Google in student research is well-documented, but the Illinois researchers found something they did not expect: students were not very good at using Google. They were basically clueless about the logic underlying how the search engine organizes and displays its results. Consequently, the students did not know how to build a search that would return good sources. “I think it really exploded this myth of the ‘digital native’,” Asher said. “Just because you’ve grown up searching things in Google doesn’t mean you know how to use Google as a good research tool.”
- E) Even when students turned to more scholarly resources, which did not necessarily solve the problem. Many seemed confused about where in the constellation of library databases they should turn to locate sources for their particular research topic: Half wound up using

databases a librarian “would most likely never recommend for their topic”. For example, “Students regularly used JSTOR to try to find current research on a topic, not realizing that JSTOR does not provide access to the most recently published articles.” Unsurprisingly, students using this method got either too many search results or too few. Frequently, students would be so discouraged they would change their research topic to something more amenable to a simple search. “Many students described experiences of anxiety and confusion when looking for resources—an observation that seems to be widespread among students at the five institutions involved in this study,” Duke and Asher wrote. There was just one problem, Duke and Asher noted: “Students showed an almost complete lack of interest in seeking assistance from librarians during the search process.” Of all the students they observed—many of whom struggled to find good sources, to the point of despair—not one asked a librarian for help.

- F) In a separate study of students at DePaul, Illinois’s Chicago, and Northeastern Illinois, other ERIAL researchers deduced several possible reasons for this. The most basic was that students were just as unaware of the extent of their own information illiteracy as everyone else. “Some students did not identify that they were having difficulties with which they could use help,” wrote anthropologist Susan Miller and Nancy Murillo, a library instruction coordinator at Northeastern Illinois. “Some overestimated their ability or knowledge.”
- G) Another possible reason was that students seek help from sources they know and trust, and they do not know librarians. Many do not even know what the librarians are there for. “I don’t think I would see them and say, ‘Well, this is my research, how can I do this and that?’” one senior psychology major told the researchers. “I don’t see them that way. I see them more like, ‘Where’s the bathroom?’” Other students imagined librarians to have more research-oriented knowledge of the library but still thought of them as glorified ushers. However, the researchers did not place the blame solely on students. Librarians and professors are also partially to blame for the gulf that has opened between students and the library employees who are supposed to help them, the ERIAL researchers say.
- H) Instead of librarians, whose relationship to any given student is typically ill-defined, students seeking help often turn to a more logical source: the person who gave them the assignment—and who, ultimately, will be grading their work. Because librarians hold little sway with students, they can do only so much to reshape students’ habits. They need professors’ help. Unfortunately, faculty may have low expectations for librarians, and consequently students may not be connected to librarians or see why working with librarians may be helpful. On the other hand, librarians tend to overestimate the research skills of some of their students, which can result in interactions that leave students feeling intimidated and alienated (疏远的). Some professors make similar assumptions, and fail to require that their students visit with a librarian before carrying on research projects. And both professors and librarians are liable to

project and idealistic view of the research process onto students who often are not willing or able to fulfill it.

- I) By financial necessity, many of today's students have limited time to devote to their research. Showing students the pool and then shoving them into the deep end is more likely to foster despair than self-reliance. Now more than ever, academic librarians should seek for help. "That means understanding why students are not asking for help and knowing what kind of help they need," say the librarians. "This study has changed, profoundly, how I see my role at the university and my understanding of who our students are," says Lynda Duke, an academic librarian at Illinois Wesleyan. "It's been life-changing, truly."
46. Besides students, librarians and professors should also be blamed for the gap between students and library employees.
47. The most alarming finding in the ERIAL studies is students' heavy reliance on the Internet.
48. The librarians learned from a two-year five-campus ethnographic study that students rarely turn to librarians for help.
49. Students did badly in using the biggest internet search engine, which was the fact that fell out of the expectation of the Illinois researchers.
50. When searching for resources, many students have experienced the feeling of anxiety and confusion.
51. According to the researchers, the problem with JSTOR is that it does not offer the newest articles.
52. Open-ended interviews and direct observation are the special research methods used in the ERIAL project.
53. Before librarians can realize the goal of "saving time for the reader", they should first find out the reasons that stop students from asking for help.
54. Faculties fail to connect students to librarians because they have low expectations for librarians.
55. In a separate study, it is found that students do not ask librarians for help just because they don't realize their information inadequacy.

Section C

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on *Answer Sheet 2* with a single line through the centre.

Passage One

Questions 56 to 60 are based on the following passage.

The experience of waiting is defined only partly by the objective length of the wait. “Often the psychology of queuing is more important than the statistics of the wait itself,” notes the M.I.T. operations researcher Richard Larson. Occupied time feels shorter than unoccupied time. This is also why one finds mirrors next to elevators. The idea was born during the post-World War II boom, when the spread of high-rises led to complaints about elevator delays. The rationale behind the mirrors is to give people something to occupy their time, and the wait will feel shorter.

Our expectations further affect how we feel about lines. Uncertainty magnifies the stress of waiting, while feedback in the form of expected wait times and explanations for delays improves the tenor of the experience. And beating expectations buoys our mood. All else being equal, people who wait less than they anticipated leave happier than those who wait longer than expected. This is why Disney overestimates wait times for rides, so that its guests are pleasantly surprised when they ascend Space Mountain ahead of schedule.

Besides, we are more concerned with how long a line is than how fast it’s moving. Given a choice between a slow-moving short line and a fast-moving long one, we will often opt for the former, even if the waits are identical. This is why Disney hides the lengths of its lines by wrapping them around buildings and using serpentine queues.

Perhaps the biggest influence on our feelings about lines, though, has to do with our perception of fairness. When it comes to lines, the universally acknowledged standard is first come first served: any deviation is a mark of inequality and can lead to violent queue rage. Last month a man was stabbed at a Maryland post office by a fellow customer who mistakenly thought he’d cut in line. Professor Larson calls these unwelcome intrusions “slips” and “skips.”

The dominant cost of waiting is an emotional one: stress, boredom, that nagging sensation that one’s life is slipping away. We’ll never eliminate lines altogether, but a better understanding of the psychology of waiting can help make those inevitable delays that inject themselves into our daily lives a touch more bearable. And when all else fails, bring a book.

56. According to the passage, why were mirrors placed next the elevators?

- A) Because too many high-rises were built during the post-World War II boom.
- B) Because people living in high-rises always complained about the elevators.
- C) Because people would feel better when their wait time was occupied.
- D) Because mirrors would help people shorten their wait time.

57. The word “buoy” (Line 3, Para 2) most probably means _____.

- A) encourage B) influence C) enrage D) distract

58. What’s the main reason for Disney to tell people the wait time longer than the exact time?

- A) Disney aims to cheat its guests to wait.
- B) Disney aims to attract more guests to wait.

- C) Disney aims to surprise its guests after waiting.
 - D) Disney aims to make its guests more pleasant.
59. Why do people often opt for a slow-moving short line according to the passage?
- A) Because waiting experience is defined by the length of the wait.
 - B) Because people think they will finish waiting in a short time.
 - C) Because the wait time of short line is actually shorter than that of long line.
 - D) Because people's choice is closely related to their perception of fairness.
60. Why did the customer stab others at a Maryland post office?
- A) Because waiting brought the customer lots of stress and boredom.
 - B) Because the customer thought he was intruded in a queue.
 - C) Because the customer was treated unfairly by the man.
 - D) Because wait time is far too longer than his expectation.

Passage Two

Questions 61 to 65 are based on the following passage.

The empty nest may not be such an unhappy place after all. Since the 1970s, relationship experts have popularized the notion of “empty nest syndrome”, a time of depression and loss of purpose that plagues parents, especially mothers, when their children leave home. Dozens of Web sites and books have been created to help parents weather the transition.

But a growing body of research suggests that the phenomenon has been misunderstood. While most parents clearly miss children who have left home for college, jobs or marriage, they also enjoy the greater freedom and relaxed responsibility. The new research, published in November in the journal *Psychological Science*, shows that marital satisfaction actually improves when the children finally take their exits.

Indeed, one of the more uncomfortable findings of the scientific study of marriage is the negative effect children can have on previously happy relationships. Despite the popular notion that children bring couples closer, several studies have shown that marital satisfaction and happiness typically plummet with the arrival of the first baby. While having a child clearly makes parents happy, the financial and time constraints can add stress to a relationship. After the birth of a child, couples have only about one-third the time alone together as they had when they were childless, according to researchers from Ohio State. The arrival of children also puts a disproportionate burden of household duties on women, a common source of marital conflict. After children, housework increases three times as much for women as for men.

After comparing the women's marital happiness in their 40s, when many still had children at home; in their early 50s, when some had older children who had left home; and in their 60s, when virtually all had empty nests, researchers found that the empty nesters scored higher on marital happiness than women with children still at home at every point. The subjects claimed

that they spent just as much time with their parents whether the children were living at home or had moved out, but the quality of that time was better. The findings from researches on the empty nest show that parents need to work to carve out more stress-free time together.

61. What can be inferred from the first paragraph?
- A) “Empty nest syndrome” is one obvious sign for diagnosing depression.
 - B) Parents will equally suffer from the loss of their children.
 - C) Mother will feel greatly lost when their children get married.
 - D) Parents can get help or comfort from web sites and books.
62. The word “weather” (Line 5, Para 1) may refer to _____.
A) influence B) endure C) escape D) override
63. According to the passage, why do parents have better relationships in the period of empty nest?
- A) Because they have free time to have a travel outside.
 - B) Because they are free from taking care of their children.
 - C) Because they will enjoy more privacy than ever before.
 - D) Because they can shake away their family responsibility.
64. Which of the following is not true about couples inferred from the passage?
- A) Couples have less marital happiness for the coming of a baby.
 - B) Couples have to earn more money after having a baby to support family.
 - C) Couples have more conflicts whether they should have a baby.
 - D) Couples have to spend more time in taking care of their baby.
65. This passage is mainly about _____.
A) how women feel about their marital relationship
B) what causes the phenomenon of the empty nest
C) how people deal with “empty nest syndrome”
D) why an empty nest brings parents closer together

Part IV Translation (30 minutes)

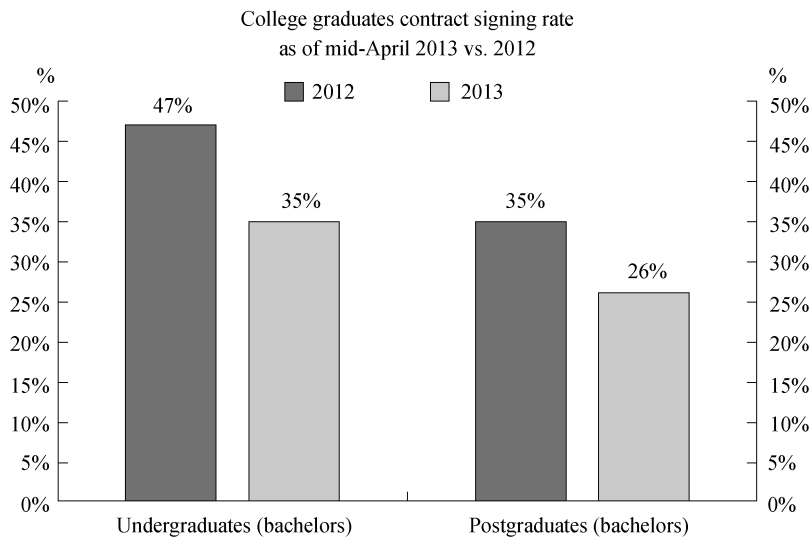
Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on *Answer Sheet 2*.

农历 (the lunar calendar) 八月十五是中国最重要的传统节日之一——中秋节。据查, 自商朝 (the Shang Dynasty) 起, 中国人已经有了在秋天满月时庆祝丰收的习俗。在唐朝早期, 这种庆祝活动开始作为节日流行开来。中秋节逐渐成为家人团聚的日子, 就如同美国的感恩节。晚上, 人们挂起灯笼, 家人围坐聚餐, 吃月饼赏月。2006 年, 中秋节被中国列入非物质文化遗产 (intangible cultural heritage), 2008 年成为中国的公共假日。

Model Test Three

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay entitled ***Employment Problem of College Graduates*** based on the statistics provided in the chart below. You should give a **brief description** of the chart first and then make comments on it. You should at least write 120 words but no more than 180 words. Write your essay on *Answer Sheet 1*.



Part II Listening Comprehension (30 minutes)

Section A

Directions: *In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).*

Questions 1 and 2 will be based on the following news item.

1. A) Because infections are becoming increasingly resistant to antibiotics.
B) Because people are not so healthy as before.
C) Because these infections are too serious.
D) Because these infections worsen very quickly.
2. A) Most countries do not have a thorough plan to deal with the problem.
B) Many people do not know about the problem.
C) The world is ready to fight the problem.
D) Many people believe that antibiotics work well against virus infections.

Questions 3 to 5 will be based on the following news item.

3. A) There will be one ton of plastic for every three tons of fish in the oceans.
B) There will be more plastic than fish in the oceans.
C) There will be as much plastic as fish in the oceans.
D) There will be twice as much plastic as fish in the oceans.
4. A) 5 million. B) 6 million. C) 7 million. D) 8 million.
5. A) 53%. B) 63%. C) 73%. D) 83%.

Questions 6 to 8 will be based on the following news item.

6. A) A program to train male students to avoid drug abuse.
B) A program to train female students to avoid overdrinking.
C) A program to train male students to avoid assault on campus.
D) A program to train female students to avoid sexual assault on campus.
7. A) 415 students received the training.
B) The program involved first-year female students.
C) The students learnt to organize campus social events.
D) The training asked students not to attend parties.
8. A) Women's behavior was not analyzed in the program.
B) Interventions for heavy drinking are needed.

C) The study was designed only for women.

D) The risk of rape isn't reducing.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) He should first go to the Admission Office.

B) He should first write to as many American universities as he can.

C) He should first go to the library to find some information about American universities.

D) He should first fill in some Application Forms.

10. A) The official TOEFL score and three letters of recommendation from his professors.

B) The official TOEFL score and an application fee of \$250.

C) Official transcript of his undergraduate work and an application fee of \$250.

D) Three letters of recommendation from his professors and an application fee of \$250.

11. A) He can find a financial guarantee and apply for a visa.

B) He can apply for a passport from the US Embassy in Beijing.

C) He can apply for a passport and then a visa.

D) He can apply for a passport and a visa from the US Embassy in Beijing.

12. A) Three months at most.

B) Six months at least.

C) From six to ten months at most.

D) From three to six months.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) It's an introductory course to Asian military history.

B) It's an introductory course to Chinese military history.

C) It's an introductory course to Korean military history.

D) It's an introductory course to Asian culture.

14. A) They pick them at home.

B) They do it on campus.

C) They do it randomly.

D) They do it online.

15. A) They will have to wait until the course goes public.

B) They will be offered the opportunity to pick the course first.

C) They can pick the course together with the students with specific majors.

D) They don't have the opportunity to pick the course.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) They should keep a high expectation and make the children realize it.
B) They should do their best to support their children.
C) They should train their children in instrument playing.
D) They should make an ambitious plan for their children.
17. A) A violin teacher. B) A businessman.
C) A trumpet player. D) An orchestra conductor.
18. A) Because he can't reach the expectation of his parents.
B) Because he doesn't like playing piano at all.
C) Because his piano teacher is too strict with him.
D) Because he is afraid to join piano competition.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A) It depends on the surroundings they live.
B) It is decided by the amount of salt in their body.
C) It is changeable with their living habits.
D) It varied according to fish's body size.
20. A) They have higher concentration of salt than fish in the sea.
B) They have to expel excess water from their bodies.
C) They expel excess salt in the form of urine.
D) They drink water to dilute the amount of salt in their bodies.
21. A) Because they need to compensate for the water loss.
B) Because their body contained higher concentration of the salt.
C) Because they need the salt of the sea water.
D) Because they expel too much water in the urine.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) They are active in sports. B) They are smart animals.
C) They like to do sports with children. D) They are hardworking animals.
23. A) The beavers. B) The dogs. C) The ants. D) The frogs.
24. A) They can think in gathering materials and building houses.
B) They run races with each other.
C) They are engaged in doing sports all the time.
D) They are not competent in building houses.

25. A) They can imitate many different sounds easily.
B) They think actively while standing.
C) They can talk back to people sometimes.
D) They are smart in learning many things.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

The digital onslaught of e-books and Amazon-style e-tailers have put bookstores in an existential predicament. Digital books 26 outsell print titles by 2015 in Britain, says Sam Hancock, digital 27 manager at HarperCollins, and even sooner in America. So, what is the future of the bookstore?

This was the 28 questions on everyone's lips at a recent event at Foyles's flagship bookshop on Charing Cross Road in London, where some of Britain's leading literary 29, authors, marketing managers and booksellers gathered to discuss its fate 30 the bookseller's move from its 31 rambling premises to the former home of Central Saint Martin's art school just up the road.

For a bookstore to 32 successful, it must improve the experience of buying books, says Alex Lifschutz, an architect whose London-based practice is designing the new Foyles. He suggests an array of 33: "small, quiet spaces cocooned with books; larger spaces where one can dwell and read; other larger but still intimate spaces where one can hear talks from authors about books, literature, science and travel." The atmosphere is 34, he adds.

The trend for not only incorporating cafés in bookstores but also placing them on the top floor 35. The new Foyles will have one, Mr Lifschutz explains, because this draws shoppers upwards floor by floor, which is bound to encourage people to linger longer and spend more.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each*

choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

New to iTunes this month and the first in a series, Mudbuddy is an 36 storybook app for families who would like to learn more about the 37 world around them and help their children make a positive 38 on nature and our environment. Through simple stories and touch-screen interaction, readers can help Mudbuddy, the main character, and his friends learn more about each other and their special abilities.

It's an app that reads like a book. With charming 39, Mudbuddy takes children of all ages to a never-seen underground world of environmental adventure where rocks talk and mud morphs. Clever situations and colorful imagery bring this new app book to life with 40 and adventure. Written in language that is fun and silly, parents, caregivers, and teachers can have fun reading this book to children, or they can have the built-in narrator read the pages 42. Mudbuddy includes 41 such as the size of the globe, versus a state, city and neighborhood; the purpose of dirt; discovering how the great outdoors can be fun; and helping children find their own special abilities and purpose.

“Backyard Environmentalism means that we can teach our kids about nature by giving them an 43 of the things right outside their door,” adds Nicholson. “We can’t begin to change the world 44 we start at home. Mudbuddy is a 45 for this message.”

- | | |
|------------------|-----------------|
| A) illustrations | I) impact |
| B) priority | J) theories |
| C) appreciation | K) capacities |
| D) interactive | L) organic |
| E) vehicle | M) themes |
| F) balance | N) intellectual |
| G) unless | O) aloud |
| H) wit | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Would You Like to Work at Home?

- A) Today, many businesses permit employees to work at home, including giants such as AT&T (with 36,000 telecommuters), IBM and Motorola. Even the federal government is jumping on the bandwagon. Faith Wohl, former director of the Office of Workplace Initiatives for the U.S. General Services Administration, says Uncle Sam has a goal of 60, 000 telecommuters by the end of 1998. "Four years ago," she notes, "there were fewer than 4,000." This dramatic transformation can be pinned on a combination of factors: corporation reorganization and downsizing, and an explosion in technology. Daryl and Laura Popkes, for example, can now make a good living in the remote Gunflint Trail area of Northern Minnesota. "We like wildlife, fishing, canoeing," Daryl explains. From their cabin deep in the wilderness, Daryl manages circulation for magazines, while Laura, a nurse, telecommutes for Red Line HealthCare, based in Minneapolis. "I filed calls from people in nursing homes who have questions about everything from surgical dressings to nutrition," she explains. Ten years ago they couldn't have earned a living this way.
- B) Whether you are telecommuting (远程办公) or running your own business, working from home creates not only opportunities, but also specialized problems. If you're interested, here's what you need to know. While telecommuting is clearly the wave of the future, many companies are still leery of it, "They worry that they won't know what you're doing if you're not in the office all the time," explains analyst Jack Niles, author of *Making Telecommuting Happen: A Guide for Telemanagers and Telecommuters*. Niles suggests making a list of your office duties over a three-or four-week period. Then tell your employer, "Here's what I'm supposed to do in this frame. If you let me telecommute two days a week, I propose to do all of these, plus this and this."
- C) When graphic designer Mike Ronan decided to work out of his home in Gloucester, Mass., he wanted to cushion the financial risk by remaining with his employer, a newspaper chain, three days a week. "I wrote up a formal proposal for a part-time position, describing what I would be doing and when." He told his boss he would eventually start his own design business. The company agreed to his proposal, and within a year he had built up enough of a clientele to resign. Now he frequently does freelance work for his former employer. "I was upfront with them from the start," he says. "Our relationship remains positive."
- D) For would-be entrepreneurs, advance planning is crucial. "Investigate what it takes to make it in the work you've chosen," suggests Paul Edwards, coauthor with his wife, Sarah, of the book *Working From Home*. "Read about it, talk about it, do Internet searches, check with industry associations, find out what kind of a market there is for your goods or services." Edwards believes that people who spend six to nine months preparing are likely to be twice as successful as others who start cold. "For many people," Edward says, "it's preferable to start out part-time, especially if you're changing fields." That way, you can develop a client

base before forgoing a regular pay check.

- E) Bill Robinson, of Sonoma County, California, worked for a small-C business consulting firm for six years. Then he created the point where he wanted to “build something for myself and my family,” which includes his wife, Winnie, and an eight-year-old daughter, Katherine. In early 1995, Robinson launched ESA-A Strategic Marketing firm—and made money from the very first day. Before resigning from his previous job, he identified his first clients and client prospects. “They were people I’d come across in the course of my job,” he says. “I told them what my plans were and sounded them out on whether they’d like me to work for them.” Mark Boylan, who works for a customer management/technology services company out of his home in Rochester, N.Y., part of the time, finds that telecommuting offers a definite trade off. “The good part is the freedom, flexibility and absence of a commute and dress code,” he notes. “But you give up being part of a team and the day-to-day interaction with other people.”
- F) Experienced telecommuters overcome the isolation by joining professional associations, attending workshops and courses, and using the telephone to stay in touch with the co-workers. One of the greatest benefits of a home office is that there is no time clock to punch. A morning person can start early; an evening person can stay up late. Yet most people claim that they accomplish more if they schedule a few large blocks of work time rather than lots of short spurts. Daryl Popkes starts his day with a big block of time. “I begin at 6 a.m.,” he says. “I get on-line and get my e-mails out of the way.” With almost 100 clients, this can take up to three hours. At 9 a.m., the phones start ringing with calls from these clients. Popkes also sets aside time with his wife. “We get together for lunch,” he says, “and at noon we walk about a mile together to the mailbox and back. That’s a high point of the day—when we get our checks.”
- G) “It’s important to set boundaries between work and personal time,” says Tom Lichtman, who creates business Web sites and custom software from his home in Pawlet, Vt. “With equipment that’s on all the time, I get beeped 24 hours a day. I used to dash downstairs at 3 a.m. to check the message, but now I sleep through it.” Lichtman worked 60 to 80 hours a week his first year, and now he works about 50 hours a week. “You have to resist the compulsion to work during your personal and private time,” he says.
- H) To promote the right family environment, telecommuters have learned the importance of setting new rules, particularly for children. Susan Sears, an AT&T district manager who helped develop the company’s work-at-home plan, advises having a family meeting to clarify what kinds of interruptions are permissible. “Children have to understand that you’re working”, says Sears, herself a telecommuter and mother of two. “You need to maintain a professional environment.” Phoenix telecommuter Lee Ann Kuster gave her kids this simple rule: “Unless it’s something that involves blood or smoke, don’t come in here.”
- I) The prospect of working from home cuts to the very heart of what family life is all about: the

relationship between work and home. Under the traditional system of employment, jobs and family are separated. Now the trend toward home offices, says Faith Wohl, “is bring these two elements closer together under one roof.” Co-authors Paul and Sarah Edwards predict that by the end of the century, one out of every two Americans will be a part of this new job force of “open collar workers,” operating from a home office. “This is nothing short of a revolution,” says Paul Edwards. “We’re looking at a national transition that’s as significant as the one from farms to factories.”

46. The companies are not quite sure of the efficiency of this working style, which is why they are still leery of telecommuting.
47. In order to promote right family environment, telecommuters have learned to set new rules especially for children.
48. Working from home is clearly a new trend of working style in the future, creating opportunities as well as inducing a wide variety of problems.
49. The traditional system of employment disconnects jobs and family.
50. It is not advisable for would-be entrepreneurs to start out as promptly as possible.
51. The marketing firm founded by Robinson in 1995 was exemplified as making money at the very beginning.
52. According to Tom Lichtman, telecommuters have to resist the compulsion to work during their private time.
53. The benefits of telecommuting are various including freedom in personal affairs, flexibility in time arrangement and absence of a commute and dress code.
54. By the end of the century, half of Americans will join the new job force and operate from home offices away from companies.
55. The dramatic transformation of work place is brought by a combination of factors, including cooperate restructuring and technical development.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 56 to 60 are based on the following passage.

After Susan Joyce was laid off from Digital Equipment Corp., she was horrified to hear of two suicides in her layoff group. Then she learned about a colleague who stabbed his wife to

death and hung himself.

These cases may sound extreme, but being fired or laid off is undeniably one of life's biggest blows and can lead to clinical depression, violence and alcohol abuse, as well as strokes and heart attacks. Even the fear of losing a job produces more doctor visits and health worries. In short, the recent news about rising unemployment and job insecurity may be bad news for our health.

Layoffs create a sense of hopelessness. Stress-related complaints such as insomnia and headaches tend to follow, lingering even after victims find new jobs, says University of Michigan psychologist Richard Price. His research concluded that employees affected by a mass layoff at a plant were 15 percent more likely to die of any cause over the next two decades. Experts blame the cascade of misfortune that often ensues after a layoff, including the loss of health insurance.

Your health can suffer simply from fear of losing your job, says Sarah Burgard, a sociologist at the University of Michigan. She concluded that chronic job insecurity over a two-year period rivals the anxiety of a job loss or a major illness. Even people who aren't typically worriers report worse health when they believe their jobs are in danger. Fears of poor job prospects may have similar consequences.

Economic stress may even show up in national public-health measures, although experts disagree about how to calculate those effects. According to Professor Harvey Brenner, the 1 percentage point increase in unemployment since a year ago could have serious health repercussions for the next two years. And there would be as many as 47,000 more deaths than would have otherwise occurred, including 1,200 more suicides, as well as nearly 26,000 more heart attacks. Should unemployment continue to rise, these numbers are likely to increase, too.

Prepare financially by cutting costs and building up adversity funds. Get help if you or a loved one can't shake the blues. Watch for signs of depression: changes in eating and sleeping habits, significant changes in weight, loss of interest in sex or other pleasures. And, if possible, make health insurance a priority, as you may be more vulnerable to illness.

56. According to the examples in the beginning of the passage, when suffering the life's biggest blows, one would do the following except _____.

- A) commit suicide
- B) feel depressed
- C) help seeking
- D) weight change

57. Which of the following statements is true according to the passage?

- A) Suicide becomes a common choice among layoff groups.
- B) Strokes and heart attacks are mainly caused by being fired or laid off.
- C) People afraid of losing their jobs would visit doctors more than usual.
- D) Long-time job insecurity is less than the anxiety of a job loss or a major illness.

58. Economic stress shows up in national public-health measures, which probably means _____.

- A) unemployment is closely related to the health repercussion

- B) the number of deaths due to working-related diseases increases
 - C) bad economic situation will reduce people's health expenditure
 - D) government will cut down the budget on public health to boom economy
59. The following are the signs of depression the author mentions in the passage, except _____.
- A) when one suddenly changes his eating habits
 - B) when one indulges himself in drinking and smoking
 - C) when one keeps on losing weight in short time
 - D) when one gets bored about some pleasures
60. This passage is mainly about _____.
- A) how to keep people away from depression
 - B) how deaths closely relate to unemployment
 - C) how to get out of the woe from unemployment
 - D) how to cope with the difficulties of layoff

Passage Two

Questions 61 to 65 are based on the following passage.

Twickenham, a suburb in south-west London, is not the sort of place where discount stores traditionally thrive. Its unemployment rate is low; the typical wage is 54% higher than the national average. Yet one of the more successful local businesses is the Poundland store. Since opening in 2010, the shop has become a favorite of the town's middle-class shoppers. Garden fertilizer and toys are piled in the windows. On a weekday morning, pensioners and mothers with toddlers browse the aisles buying up bags of crisps, shampoo, books and cheap electronics. Almost everything on sale costs £1.

Little cheer has pervaded Britain's high streets since the economic downturn began in 2008. Poundland, which currently has 450 shops, is expanding at a rate of 60 outlets per year. Its competitors are doing almost as well. 99p Stores, a Poundland imitator, is adding 30 shops a year. That is perhaps to be expected, given cheap high-street rents and falling real wages. Yet much of the growth at discount retailers no longer comes from the poor. Poundland is expanding fastest in the affluent south-east and opening new shops in more prestigious shopping malls.

Consumers still buy most of their groceries at supermarkets and discounters. Cut-price stores still make up less than 10% of the market by volume, but over 40% of shoppers visit at least one monthly. The British have finally realised that "it's not clever to pay more than you have to", reckons Jim McCarthy, Poundland's CEO.

Discounters pick out the easy bits of supermarkets' business. Shoppers are lured with cheap essentials, such as batteries, shampoo, toothpaste and the like. By not stocking perishables such as fresh fruit or vegetables, discounters keep down their costs. A smaller range helps too.

Dynasty) 初期, 盛行于明清, 迄今已有六百多年的历史。我国很多传统剧种, 包括京剧, 都是在昆曲的基础上发展起来的。因此, 昆曲有“中国戏曲之母”的雅称。2001 年, 昆曲被联合国教科文组织 (UNESCO) 列入第一批“人类口头和非物质遗产代表作” (the Masterpieces of the Oral and Intangible Heritage of Humanity) 名单。中国成为首次获此殊荣的 19 个国家之一。

Model Test Four

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: **On TV Dating Shows**. You should write at least 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on **Answer Sheet 1**.

1. 时下电视相亲类节目非常流行。
2. 有的人认为节目很好，有的人持反对意见。
3. 你的看法。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

1. A) Because they lack food.
B) Because the climate is changing.
C) Because their habitats are disappearing.

D) Because there are too many airline flights in the air.

2. A) 15%. B) 63%. C) 78%. D) 91%.

Questions 3 to 5 will be based on the following news item.

3. A) Oil prices rise slowly. B) Oil prices are quite steady.
C) Oil prices keep falling. D) Oil prices increase sharply.
4. A) It is a 12-nation organization.
B) Its members had a meeting in Australia recently.
C) Its members reached agreement during the meeting.
D) It decided to reduce oil production.
5. A) China will experience economic hardship.
B) China will effectively earn more money from recent oil prices.
C) China will cut government spending.
D) China will reduce oil price supports.

Questions 6 to 8 will be based on the following news item.

6. A) Black Friday. B) Cyber Monday. C) Singles Day. D) Thanksgiving Day.
7. A) In 2008. B) In 2009. C) In 2010. D) In 2011.
8. A) Indifferent. B) Encouraging. C) Doubtful. D) Critical.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) He has two pre-sale movie tickets and he wants to invite her to the opening premiere.
B) He wants to invite her to celebrate his birthday together.
C) They are fanatic fans of "Star-Wars".
D) He knew she was a fan of the hero in the movie.
10. A) He bought them from the black market. B) He bought them from a friend.
C) He got them for free. D) He got them from another audience.
11. A) \$100 for each. B) \$500. C) \$400. D) \$50 for each.
12. A) At 8 pm. B) At 10 pm. C) At 9 pm. D) At 8:30 pm.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) They're about to expire. B) They've already expired.
C) They've become sour. D) They're still very fresh.
14. A) They don't need yogurt. B) They still have some in their fridge.
C) They don't like the yogurt there. D) They know expired foods do harm to health.
15. A) They don't like milk very much. B) They don't drink that much milk.
C) The carton takes longer time to expire. D) They don't have enough time to buy others.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will

- C) hot weather D) polluted air

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Thinner isn't always better. A number of epidemiological studies have 26 that normal-weight people are in fact 27 some diseases. And there are health conditions for which being overweight is 28 protective. For example, heavier women are less likely to 29 osteoporosis than thin women. Likewise, among the elderly, being somewhat overweight is often an indicator of good health.

Of even greater concern is the fact that obesity 30 very difficult to delineate. It is often defined in terms of body mass index, or BMI. BMI equals body mass divided by the square of 31 An adult with a BMI of 18 to 25 is often considered to be normal weight. Between 25 and 30 is overweight. And over 30 is considered obese.

While such numerical standards seem straightforward, they are not. Obesity is probably less a matter of weight than body fat. Some people with a high BMI are in fact extremely fit, while others with a low BMI may be 32.

Today we have a tendency to stigmatize obesity. Stereotypes ____33____ with obesity include laziness, lack of will power, and lower prospects for success. Teachers, employers, and health ____34____ have been shown to harbor biases against the obese. Even very young children tend to ____35____ the overweight, and teasing about body build has long been a problem in schools.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 36 to 45 are based on the following passage.

British fashion designer and former Spice Girl Victoria Beckham said life as a working mother is a struggle but she enjoys the challenge and plans to 36 her empire with a retail store in London. As a mother 37 four children, Beckham said 38 her family life and career was a constant struggle. “The children are always my 39 so it’s a little bit of a juggling act.” But she said she was 40 to build further on her success in fashion with plans to open her first retail store in London. Beckham said she wanted women to be empowered and confident in her clothes.

Earlier this month British Vogue magazine signed a 10-point agreement with trade union Equity to 41 that models will not work more than 10 hours a day and their working conditions are healthy. This comes as part of a wider 42 by the fashion industry to encourage a healthier 43 to body image. In February, the Council of Fashion Designers of America 44 new guidelines to stop the use of underage and underweight models from walking the runways. It’s important for women to not just focus on the 45 and the ideal, but actually what is right for themselves because everyone’s bodies are different and all of them are beautiful in their own way.

A) essential
B) ensure
C) initiative
D) issued
E) precious
F) priority
G) balancing
H) former

I) fantasy
J) expand
K) keen
L) to
M) approach
N) enthusiasm
O) regular

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

Up the Amazon this Christmas

- A) Ten years ago, Amazon started selling books. Today, in the UK alone, it is receiving nearly 1m orders a day, having transformed itself into a giant online shopping mall. It is now challenging all the major high street chains for the title of Britain's biggest retailer, shipping millions of items at rock-bottom prices. Earlier this year it opened one of Europe's largest warehouses in Swansea, 60% bigger than its existing monster-sized distribution centre in Milton Keynes. But already the firm is seeking a site for another huge warehouse as it anticipates sales growth of at least 15%. Other retailers are mired in gloom as consumer spending is hit by the credit crunch. But not Amazon-it is already tooling up for its next big move, with the launch early next year of a low-cost, music download service that could rival Apple iTunes.
- B) In the run-up to Christmas, Guardian Money traditionally checks out the best-selling toys and presents, and tells readers where to find them at the lowest possible price. But in recent years a trend has emerged: virtually everything is cheapest at Amazon. It was the same this year. Our survey found that seven out of 10 of the items we selected could not be found cheaper anywhere than at Amazon. On two of the three items that were cheaper elsewhere the savings were minimal-a matter of pennies-although it is worth noting that they were at johnlewis.com. The only significant saving we could make was by pre-ordering a box set of The Wire DVDs, which cost £7.05 less at currys.co.uk and thehut.com than at Amazon.
- C) It suggests that shopping around the net in the traditional way - searching out the cheapest price for each individual purchase at price comparison websites and then ordering from a raft of different retailers-may now be redundant. Many online competitors have decided that if you can't beat them, join them. Amazon invites other retailers into its "marketplace", allowing it to offer prices that, even if they are not sourced by Amazon itself, are some of the cheapest on the net. Rival Pixmania.com now sells through Amazon, while Marks & Spencer and Mothercare have subcontracted Amazon to power their own websites. "The obvious reason why we are cheaper is the benefit of scale: no shops and no staff in them, and no carrying inventory in 500 different places at the same time," says Amazon's UK boss Brian

McBride.

- D) Huge volumes are turning Amazon into the Tesco of the Web. “We are the place that Sony and Apple and others regard as a key channel-so we get better commercial terms than almost anyone else. It’s a virtuous circle: we sell more and in turn obtain even better terms,” says McBride. “It’s not just about buying direct, though. It’s because we have become a shopping mall; competitors can sell in our marketplace and can compete against us. But that’s good for us as we then earn a commission from every sale. Around 30% of what we sell is now through third parties.”
- E) So does Amazon spell doom for Britain’s battered high streets? Will independent shops be crushed under its burgeoning (增长迅速的) business model? Stephen Alambritis of the Federation of Small Businesses worries that even though we will save a few pounds, we will pay the cost in other ways. “We appreciate that consumers are always seeking out ways to find goods at bargain prices. But there’s a social aspect to shopping. A lot of us want to be able to pop round to a local shop, talk about a product, speak to the shopkeeper and have a chit-chat. For every £1 you spend in a local, independent shop, 80p stays in the area. But if you spend in the out-of-town shopping malls or online, then that money disappears from your locality.” “Politicians here are only just waking up to the dangers of below-cost pricing - but only the alcohol deals at the supermarkets. In France it’s been illegal across the board for years. And that’s why French high streets, with their independent shops, are so much better than clone town Britain.” He adds: “Every year, 2,000 independent shops are closing. If we spend all our money in the out-of-town shopping centers and online retailers, in 10 or 20 years’ time there will be virtually no independents left.”
- F) Amazon’s Brian McBride scoffs at the idea that he is driving a steamroller across plucky independent stores. “It wasn’t us who put six building societies and four mobile phone shops down every street. Yes, there are some middle-of-the-road retailers who try to compete on price, and they will struggle. But they are under more pressure from the supermarkets than from us.” Customers, so far at least, seem to be satisfied. Complaints about service and delivery by Amazon remain low. Guardian Money receives relatively few, although, right, we highlight some of the issues that customers raise.
- G) Before you buy all your Christmas presents on Amazon, be aware that if the item breaks down after six months, it appears that all the company will offer you back is 10%-20% of the initial price. Guardian Money has been contacted by two readers who say they have been fobbed off by Amazon after they tried to return items that broke less than a year after purchase. They expected a replacement/repair or refund. Instead they say their treatment has put them off using Amazon ever again.
- H) David Handly, from Amersham, Bucks, was bought a £90 Pure digital radio by his “fanatical Amazon-using wife” last November. The finance expert says it broke down inside the

12-month guarantee. “I contacted Pure, which said I should deal with Amazon. They said they would not send it back to the supplier or have the fault repaired. “Instead, they were offered £8.99 compensation-which they graciously said they would round up to £9. Despite several requests, that was it. At the time, we had ordered a £600 TV from Amazon. I promptly cancelled,” he says.

- I) Ray Ferris, an FE lecturer from Richmond, Surrey, had almost exactly the same experience. He bought a Philips DVD player/recorder. It went wrong within a few weeks and he was immediately sent a replacement by Amazon. However, when, several months later, the replacement also broke, he says he was denied any further help. In his case, he would get 20% of the original purchase price back. In a statement the company says: “Amazon.co.uk operates a defective product returns process which we believe goes above and beyond its statutory legal requirements. We take into consideration all facts and circumstances on a case-by-case basis to provide a fair solution for its customers.”
46. The cheaper prices offered by Amazon can be accounted for by large scale, low cost in carrying inventory and so on.
47. Facing the rapid expansion of Amazon, many online competitors in Britain chose to cooperate with the reality, namely join them.
48. In order to provide a fair solution for its customers after sale, Amazon should take into consideration all facts and circumstances.
49. The social aspect to shopping lies in that consumers are always seeking out ways to find goods at bargain prices.
50. The traditional way of online shopping in Britain is comparing prices online and then ordering from different retailers.
51. The virtuous circle of commerce is that when you get better commercial terms than almost anyone else, then you sell more and in turn obtain even better terms.
52. If the item bought from Amazon breaks down after six months, the compensation the company will offer you back is 10%-20% of the initial price.
53. Today Amazon has developed from a book retailer into a big online shopping mall.
54. It is claimed that retailers are under more pressure from the supermarkets than from Amazon.
55. In a survey conducted this year, it is found that 70% of the items selected are cheaper at Amazon than anywhere else.

Section C

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage One

Questions 56 to 60 are based on the following passage.

When Frank Parsons opened the world's first career guidance center in Boston in 1908, he began by asking clients 116 penetrating questions about their ambitions, strengths, and weaknesses. Career advice has come a long way since then. Personality testing has grown into a major industry and is standard procedure in leadership and management courses, as part of job-interview processes, and, increasingly, in career counseling. But should we really trust such tests to deliver scientific, objective truth?

I have some bad news for you: Even the most sophisticated tests have considerable flaws. Take the Myers-Briggs Type Indicator (MBTI), the world's most popular personality test. Over two million are administered every year. The MBTI places you in one of 16 personality types, based on *dichotomous* (二分类的) categories such as whether you are an introvert or an extrovert, or have a disposition towards being logical or emotional (what it calls "thinking" and "feeling").

The interesting—and somewhat alarming—fact about the MBTI is that, despite its popularity, it has been subject to sustained criticism by professional psychologists for over three decades. One problem is that it displays what statisticians call low "test-retest reliability". So if you retake the test after only a five-week gap, there's around a 50% chance that you will fall into a different personality category compared to the first time you took the test.

A second criticism is that the MBTI mistakenly assumes that personality falls into mutually exclusive categories. You are either an extrovert or an introvert, but never a mix of the two. Yet most people fall somewhere in the middle. The consequence is that the scores of two people labeled "introvert" and "extrovert" may be almost exactly the same, but they could be placed into different categories since they fall on either side of an imaginary dividing line.

One other thing, and these matters especially for anybody who thinks personality tests can guide them to a perfect career. According to official Myers-Briggs documents, the test can "give you an insight into what kinds of work you might enjoy and be successful doing." So if you are, like me, classified as INTJ (your dominant traits are being introverted, intuitive, and having a preference for thinking and judging), the best-fit occupations include management consultant, IT professional, and engineer.

56. Which of the following is true about the personality testing?

- A) Personality testing must include questionnaires about agents' personalities.
- B) Career guidance is the predecessor of today's personality testing.
- C) Nowadays Job-interview and career counseling also include personality testing.
- D) Personality testing is a truthful way to deliver scientific, objective truth.

57. How does MBTI test the personality of an individual?

- A) To ask an individual some penetrating questions about his personality.

- B) To make an individual choose one out of sixteen personality types.
 C) To place an individual in certain personality type after test and retest.
 D) To test one's personality type based on dichotomous categorization.
58. Why has MBTI been subject to sustained criticism by professional psychologists?
 A) Because MBTI as a personality testing is far too sophisticated to operate.
 B) Because MBTI is too frequently to be administered every year.
 C) Because the results of MBTI testing on the same subject cannot keep consistent.
 D) Because the reliability of the results of MBTI is only around 50%.
59. Besides criticism, what is the merit of MBTI according to the author?
 A) MBTI can help an individual better understand which personality type he belongs to.
 B) MBTI can make an individual know which occupation he might be suitable for.
 C) MBTI can provide an individual with a scientific and objective testing result.
 D) MBTI can help an individual make clear what his ambition and ideal really are.
60. The author's attitude towards the personality testing might be _____.
 A) critical B) positive C) subjective D) indifferent

Passage Two

Questions 61 to 65 are based on the following passage.

China's most famous philosopher could hold the answer to English education problems. Jim Knight, the schools minister, wants to import the teachings of the ancient Chinese philosopher Confucius into English classrooms in the hope that they might boost exam results. He has declared that every pupil should have access to a school where they can learn Mandarin and his ministry is drawing up plans to spread the wisdom of China's most famous sage (圣人) throughout comprehensives (综合学院).

Confucius, who was born in 551 BC, championed the importance of study and respect for elders and claimed that strong family relationships were the key to a good society. He also criticized learning by rote, warning of the great dangers of acquiring knowledge without thinking.

"There is a lot we can learn from the Chinese culture and Confucius," Knight said. "Confucius said that, alongside knowledge, you should have time to think. It is not just about acquisition of knowledge, but about respect for the importance of education and the family, and that is something I would love to see engendered in our culture as well as it is in China." He announced the unusual new initiative as he returned from a fact-finding trip to China to investigate how schools in England might benefit from Chinese teaching methods, for the reason that the department for Children, Schools and Families wants to know why children from Chinese backgrounds outperform every other ethnic group in Britain. During the trip, Knight visited the Confucius Institute in Beijing, where he discussed setting up a network of "Confucian

classrooms”—centers of excellence in teaching Mandarin and Chinese culture—in English state schools. In his opinion, there should be an opportunity for everyone to access Mandarin at a local school. Chinese pupils have the best results of all ethnic groups in national curriculum tests at 11, with 86% reaching the required standard compared with 80% of white British children. The figures include recent immigrants who do not have English as a first language. Their success is carried through to GCSE (普通中学教育证书) level where 65.8% of Chinese-origin pupils obtain five A+ to C- grade passes including math and English, compared with 44.3% for white British pupils. These are cultures that strongly respect and value the family and very strongly respect education.

61. Why does Jim Knight want to spread the teachings of Confucius and Chinese culture in England?
- A) Because Chinese children challenge white British children by performing excellently in tests.
 - B) Because he hopes that they will be helpful in improving the exam performance of British children.
 - C) Because children should get familiar with more cultures and foreign languages.
 - D) Because schools in England might benefit from Chinese teaching methods.
62. From the context, the word “rote” (Line 10, Para 2) most probably means _____.
A) drawing B) imaging C) playing D) repeating
63. Which of the following is not true according to the passage?
- A) The department for Children, Schools and Families wants to find the reason why Chinese students perform excellently in exams.
 - B) Knight made a trip to China to discuss building up Confucian schools in England.
 - C) Confucian classrooms specialize in teaching Chinese culture and language.
 - D) Knight promotes this unusual new practice after he makes investigation in person.
64. Which teachings of Confucius is not mentioned in this passage?
- A) Learning without thought is perilous.
 - B) Value the manner of knowledge acquisition.
 - C) Teach students in accordance with their aptitude.
 - D) Value the importance of family and education.
65. The passage mainly deals with _____.
A) the foundation of Confucian classrooms in England
B) the performance of Chinese pupils in England
C) the influence of Confucius on English education
D) the importance of Confucius in education

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

中国著名的六大古都之一——杭州已有两千多年的历史。杭州不仅以西湖（the West Lake）的美丽闻名于世，而且散发着传统文化的魅力。它被称为中国的“丝绸之府”，丝绸产品品种繁多，其中织锦（brocade）尤为引人注目。中国最早的丝绸学校“蚕学馆”（Silkworm School）也坐落于杭州。蚕学馆建成于1897年，标志着我国近代纺织丝绸教育的开端，是浙江理工大学（Zhejiang Sci-tech University）的前身。

Model Test Five

Part I Writing (30 minutes)

Directions: Suppose you were Li Ming. You want to apply for a job as a part-time hotel receptionist. Write a letter to the Human Resources Department of the hotel. Your composition should be at least 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on **Answer Sheet 1**.

1. 你想申请兼职酒店接待员的工作。
2. 简述你的学业及相关经历。
3. 期望得到对方的及早答复。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

1. A) Financial crisis in the UK.
B) Corruption in professional tennis.

- C) Improvement in industrial production.
- D) Rising sea-levels in Australia.
- 2. A) The criminals placed bets on matches.
- B) The criminals are from Russia, France and Germany.
- C) 68 players were involved in match-fixing.
- D) Four of the matches took place at Wimbledon.

Questions 3 to 5 will be based on the following news item.

- 3. A) Online communications companies. B) Financial institutions.
- C) Information service providers. D) Census bureaus.
- 4. A) National Security Letters. B) Human Rights Bills.
- C) National Security Bills. D) US Code.
- 5. A) 22. B) 24. C) 26. D) 28.

Questions 6 to 8 will be based on the following news item.

- 6. A) Employers. B) Miners. C) Police. D) Commuters.
- 7. A) They attempted to halt the whole network for train travel.
- B) They were dissatisfied with proposed rise in unemployment.
- C) They were unhappy with their working conditions.
- D) They wanted to support workers from other unions.
- 8. A) Inflation. B) Major domestic policy.
- C) Pay decrease. D) Employers' cruel exploitation.

Questions 9 to 12 are based on the conversation have just heard.

- 9. A) Applying for a job in a restaurant B) How do they feel about their classes
- C) Discussion on Shakespeare's works D) English literature
- 10. A) It's not as boring as a lecture. B) He likes English literature.
- C) He can get a lot from the discussion class. D) The Professors are great.
- 11. A) She thinks it's boring. B) It's a waste of time.
- C) She never goes to a discussion class. D) It's better than a lecture.
- 12. A) To quit his present job.
- B) To ask for help from some others.
- C) To focus on his study because he doesn't have enough time.
- D) To find some information about job openings.

Questions 13 to 15 are based on the conversation you have just heard.

- 13. A) In the classroom. B) On the phone.
- C) Outside the classroom. D) In the professor's office.
- 14. A) She doesn't know what job she should take after her graduation.
- B) She wants to find a job while her parents want her to continue her study.
- C) She wants to continue her study while her parents want her to find a job.

- D) She wants to take a job right after her graduation.
15. A) He suggests the student take a job first of all.
B) He suggests the student continue his study before looking for a job.
C) He suggests the student follow his own will.
D) He suggests that they have a talk about it next day.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) To warn young people of the hardships that a successful writer has to experience.
B) To advise young people to give up their idea of becoming a professional writer.
C) To show young people it is unrealistic for a writer to pursue wealth.
D) To encourage young people to pursue a writing career.
17. A) Genuine writers often find their work interesting and rewarding.
B) A writer's success depends on luck rather than on effort.
C) Famous writers usually live in poverty and isolation.
D) The chances for writers to become successful are small.
18. A) He was not able to produce a single book.
B) He hadn't seen a change for the better.
C) He wasn't able to have a rest for a whole year.
D) He found his dream would never come true.

Passage Two

Questions 19 to 22 are based on the passage you have just heard.

19. A) Great scientists are also great artists.
B) The left side of Einstein's brain is very powerful.
C) Einstein is a genius whose two sides of the brain are strong.
D) The two sides of the brain are equally important.
20. A) He could play the violin well.
B) He said his scientific discoveries are acquired by analysis rather than by daydreaming.

- C) He was the first person to discover the track of the sun.
 D) He was disgusted at language.
21. A) Because the left side of the brain helps students appreciate music.
 B) Because students were encouraged to develop their artistic talent.
 C) Because it is more important to analyze and organize in order to survive.
 D) Because the imaginations may provide solutions to problems.
22. A) We needn't hop because we are healthy.
 B) We should not emphasize one side of the brain but try to use both sides.
 C) It's foolish of us to walk on one leg when we have two good legs.
 D) Only those who have something wrong in their legs can be encouraged to hop.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) 160. B) 800. C) 960. D) 130.
24. A) Because they didn't turn on the green light.
 B) Because they didn't turn on the red light.
 C) Because they didn't return and lock the bike properly before they left.
 D) Because they didn't check the green light before they left.
25. A) You can record the problem.
 B) You can come to the district service support staff.
 C) You can wait for the district service support staff to come.
 D) You can just ring these contact numbers directly.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

A new Michigan State University study has uncovered an ugly truth about the American workplace: looks do matter.

Researchers found that employees who are considered unattractive are 26 be belittled and bullied in the workplace. While plenty of research has found that attractive students 27 be more popular in school, the study is the first to link the level of attractiveness to 28 in the office.

As part of the study, researchers 29 114 workers at a health care facility in the

southeastern United States about how often their co-workers 30 in cruel behavior toward them, which included saying hurtful things, acting rudely and making fun of them. 31, researchers had people who didn't know the survey 32 judge their attractiveness from digital photos.

They found that unattractive workers were treated much more harshly than attractive employees even when other key factors were 33, including age, gender and how long they had worked at the health care 34.

The researchers also collected information on how agreeable or friendly the workers were, 35 questionnaires completed by their spouses, partners or good friends. The results show that disagreeable workers, like unattractive employees, were treated more harshly than their co-workers.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 36 to 45 are based on the following passage.

By chemically sampling the atmospheres of two dead stars in the Hyades cluster 150 light years away, researchers have discovered the building blocks for Earth-sized planets formed around the stars 36 they lived.

The study offers 37 into what will happen in our 38 system when our Sun burns out 5 billion years from now. The dead stars-called white dwarfs-are the burned-out cores of Sun-like stars. The finding suggests that terrestrial planets formed around these white dwarfs when they were young stars. Although the cluster is relatively young at 625 million years old, the dead stars provide 39 as to what might happen when our Sun 40 burns out. After 41 its hydrogen fuel, the Sun will likely puff up to a red giant and destroy several terrestrial planets including Earth, losing mass as it ejects outer layers.

To 42 the new analysis, researchers tried to divide the stars' ultraviolet light into its constituent colors, 43 information on the chemical elements in the atmosphere.

The silicon-carbon ratio in the stars' atmospheres rules 44 everything except for rock,

according to the researchers, who say they have chemical evidence that this material is “at least as rocky as the most primitive bodies” in our own solar system. The research team plan to analyze more white dwarfs to identify not only the rocks’ chemical 45 but also their parent bodies.

- | | |
|---------------|----------------|
| A) estimating | I) solar |
| B) conduct | J) radiation |
| C) complex | K) hollow |
| D) providing | L) exhausting |
| E) insight | M) eventually |
| F) while | N) composition |
| G) out | O) clues |
| H) gliding | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

Will We Run Out of Water?

- A) Picture a “ghost ship” sinking into the sand, left to rot on dry land by a receding sea. Then imagine dust storms sweeping up toxic pesticides and chemical fertilizers from the dry seabed and spewing them across towns and villages. Seem like a scene from a movie about the end of the world? For people living near the Aral Sea in Central Asia, it’s all too real. Thirty years ago, government planners diverted the rivers that flow into the sea in order to irrigate (provide water for) farmland. As a result, the sea has shrunk to half its original size, stranding ships on dry land. The seawater has tripled in salt content and become polluted, killing all 24 native species of fish.
- B) Similar large-scale efforts to redirect water in other parts of the world have also ended in ecological crisis, according to numerous environmental groups. But many countries continue to build massive dams and irrigation systems, even though such projects can create more problems than they fix. Why? People in many parts of the world are desperate for water, and more people will need more water in the next century. “Growing populations will worsen problems with water,” says Peter H. Gleick, an environmental scientist at the Pacific Institute for studies in Development, Environment, and Security, a research organization in California.

He fears that by the year 2025, as many as one third of the world's projected 8.3 billion people will suffer from water shortages.

Where Water Goes

- C) Only 2.5 percent of all water on Earth is freshwater, water suitable for drinking and growing food, says Sandra Postel, director of the Global Water Policy Project in Amherst, Mass. Two thirds of this freshwater is locked in glaciers and ice caps. In fact, only a tiny percentage of freshwater is part of the water cycle, in which water evaporates and rises into the atmosphere, then condenses and falls back to Earth as precipitation (rain or snow) . Some precipitation runs off land to lakes and oceans, and some becomes groundwater, water that seeps into the earth. Much of this renewable freshwater ends up in remote places like the Amazon river basin in Brazil, where few people live. In fact, the world's population has access to only 12,500 cubic kilometers of freshwater—about the amount of water in Lake Superior. And people use half of this amount already. “If water demand continues to climb rapidly,” says Postel, “there will be severe shortages and damage to the aquatic environment.”

Close to Home

- D) Water woes may seem remote to people living in rich countries like the United States. But Americans could face serious water shortages, too especially in areas that rely on groundwater. Groundwater accumulates in aquifers, layers of sand and gravel that lie between soil and bedrock. (For every liter of surface water, more than 90 liters are hidden underground.) Although the United States has large aquifers, farmers, ranchers, and cities are tapping many of them for water faster than nature can replenish it. In northwest Texas, for example, over pumping has shrunk groundwater supplies by 25 percent, according to Postel.
- E) Americans may face even more urgent problems from pollution. Drinking water in the United States is generally safe and meets high standards. Nevertheless, one in five Americans every day unknowingly drinks tap water contaminated with bacteria and chemical wastes, according to the Environmental Protection Agency. In Milwaukee, 400,000 people fell ill in 1993 after drinking tap water tainted with cryptosporidium, a microbe that causes fever, diarrhea and vomiting.

The Source

- F) Where do contaminants come from? In developing countries, people dump raw sewage into the same streams and rivers from which they draw water for drinking and cooking; about 250 million people a year get sick from water borne diseases. In developed countries, manufacturers use 100,000 chemical compounds to make a wide range of products. Toxic chemicals pollute water when released untreated into rivers and lakes. (Certain compounds, such as polychlorinated biphenyls, or PCBs, have been banned in the United States.)
- G) But almost everyone contributes to water pollution. People often pour household cleaners, car antifreeze, and paint thinners down the drain; all of these contain hazardous chemicals.

Scientists studying water in the San Francisco Bay reported in 1996 that 70 percent of the pollutants could be traced to household waste.

- H) Farmers have been criticized for overusing herbicides and pesticides, chemicals that kill weeds and insects but that pollute water as well. Farmers also use nitrates, nitrogen-rich fertilizers that help plants grow but that can wreak havoc on the environment. Nitrates are swept away by surface runoff to lakes and seas. Too many nitrates “over enrich” these bodies of water, encouraging the buildup of algae, or microscopic plants that live on the surface of the water. Algae deprive the water of oxygen that fish need to survive, at times choking off life in an entire body of water.

What's the Solution?

- I) Water expert Gleick advocates conservation and local solutions to water-related problems; governments, for instance, would be better off building small-scale dams rather than huge and disruptive projects like the one that ruined the Aral Sea. “More than 1 billion people worldwide don't have access to basic clean drinking water,” says Gleick. “There has to be a strong push on the part of everyone—governments and ordinary people—to make sure we have a resource so fundamental to life.”
46. That the huge water projects have diverted the rivers causes the Aral Sea to shrink.
47. The construction of massive dams and irrigation projects does more good than harm.
48. The chief causes of water shortage are population growth and water pollution.
49. The problems Americans face concerning water are groundwater shrinkage and tap water pollution.
50. According to the passage 70 percent of water pollutants come from household waste.
51. The people living in the United States will be faced with water shortages, especially in areas that rely on groundwater.
52. Water expert Gleick has come up with conservation and local solution to water-related problems.
53. According to Peter H. Gleick, by the year 2025, as many as one third of the world's people will suffer from water shortages.
54. Two thirds of the freshwater on Earth is locked in glaciers and ice caps.
55. In developed countries, before toxic chemicals are released into rivers and lakes, they should be treated in order to avoid water pollution.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on*

Answer Sheet 2 with a single line through the centre.

Passage One

Questions 56 to 60 are based on the following passage.

The British Prime Minister and his ally the U. S. President are destroying the language, twisting nouns into verbs, ruining its meaning by avoiding the use of verbs, and endlessly repeating phrases until they become zombified.

“It’s deeply depressing,” says John Humphrys, one of Britain’s leading political journalists and the author of a new book, *Lost for Words*, about the death of the language. In his book, he criticizes political leaders for being sucked into using meaningless phrases to disguise politics or protect themselves from accountability. In his opinion, the whole essence of a good lively democracy is that one has good lively argument. But this kind of language kills real debate. And nobody is prepared to stand up and say: “What does that mean?”, because the assumption is made that if you don’t know what it means then there is something wrong with you.

Humphrys picks on Bush—who once famously used the word “misunderestimate”—and pokes fun at him as someone who often speaks as though English were his second language. Bush sweeps aside all the nuances of notions like freedom, truth and democracy and instead repeatedly uses these words. Repetition has taken them beyond cliché. They have become zombified words whose meaning is no longer the point.

Blair, too, is singled out as a king of language corruption. Apparently, Blair is afraid of using verbs, and his speeches are full of verbless phrases like “new challenges, new ideas”, or “for our young people, a brighter future”, and “the age of achievement, at home and abroad”. By using this technique, Blair is simply avoiding taking responsibility.

The point about verbs is that they commit the speaker, and they link sentences to their meaning. Therefore, it’s not surprising that politicians tend to mistrust them. Humphrys also blames institutions like the European Union and the world’s media for the decline in standards of English. He urges the public, and journalists in particular, to reject meaningless phrases and to demand they are explained. “When you get enough people pointing it out, the public starts to spot what is going on. That’s why the battle has to be fought. We should expect that when people are setting out politics or trying to persuade us of something, they engage in proper debate and don’t simply give us a set of unchallengeable propositions.”

56. In this passage, the word “zombified” (Line 3, Para 1) refers to _____.

- A) unfashionable B) stiff C) destructive D) terrified

57. John Humphrys says that it’s deeply depressing, which he means that _____.

- A) he is disappointed about the Britain and American politicians’ ability of governing
B) he thinks some clichéd and clumsy uses of language are everywhere in journalism
C) he laments the growth of invented and meaningless vocabulary among politicians

- D) he feels angry when politicians try to escape their responsibilities for the public
58. What can we infer from John Humphrys' opinion about Bush and Blair?
- A) They are both not good at governing their language as their countries.
 B) They are unable to distinguish some concepts and always mixed them up.
 C) They try to simplify language use and invent new vocabulary to manipulate people.
 D) They try to lower the standards of English to improve its popularity in the world.
59. According to the passage, what's the essence of real debate?
- A) Real debate should be carried out in a situation with good lively democracy.
 B) Real debate should be carried out with proper and convincing language.
 C) Real debate should be carried out with equal power relationship and status.
 D) Real debate should be carried out with the aim of realizing real democracy.
60. This passage is mainly about _____.
 A) english has been mangling by politicians
 B) bush and Blair are breakers of language standards
 C) journalists should defend lively democracy in language
 D) politicians deliberately misuse verbs in their speeches

Passage Two

Questions 61 to 65 are based on the following passage.

Mathematics is a subject with an image problem. Dropping standards, a shortage of those who teach it and doubt over the effectiveness of the National Numeracy Strategy have done little to prevent the subject from falling further into decline. But at St Thomas the Apostle College in Nunhead, southeast London, mathematics results continue to exceed the norm.

So outstanding is St Thomas's success that it has been identified as a star school in maths by OFSTED (教育标准办公室) inspectors, who repeatedly visit to try to uncover what is so unusual about its approach. There is no magic answer, says Sarah Bourke, who has masterminded the teaching of maths since 1976. One suspects, however, that her affection and enthusiasm for the subject have been crucial in raising and maintaining the enviable academic record of the Catholic boys' school.

Bourke brings a rare sense of spirituality to maths teaching. She believes that she was destined to teach from the day when, as a six-year-old in Co Mayo, she stood in for a teacher to take a lesson. "Since then teaching and maths have been my first love," she says. Drawing on her experience as a part-time psychotherapist, she encourages positive thinking, inspirational thought and reflection as an essential part of the learning process. Getting pupils to share her passion for what she calls the austere beauty and elegance of maths and to enjoy the wider experience of learning is her primary aim. Learning should be a positive experience for all abilities. That inner respect for each subject is vital for developing the good relationship with pupils.

Insisting on structured lessons means that she has a reputation for being strict. Despite this, she is highly regarded by children and colleagues. She believes that a sustainable, positive atmosphere can make students easily engaged, and in her class, she convinces new pupils that mathematics can be enjoyable and learning is comfortable. Children have the chance to taste success or get the sense of achievement in solving problems in maths class. However, structured lessons also have wider implications for pupil development. A good teacher should be like a mother in nurturing a child with facts, skills and concepts. But by being authoritative, a teacher can create boundaries that some children miss at home.

61. According to the passage, mathematics as a subject is facing many problems except _____.
A) standards lowering
B) ineffective teaching policy
C) shortage of teachers
D) impractical examinations
62. Why do children at St Thomas the Apostle College perform so outstandingly in mathematics according to the passage?
A) Because the teaching approach of St Thomas is different from others.
B) Because St Thomas has been visited regularly by OFSTED inspectors.
C) Because children here have a comfortable learning environment.
D) Because the teacher Sarah has new ideas and great enthusiasm to maths teaching.
63. Bourke brings a rare sense of spirituality to maths teaching, which implies that _____.
A) she has a magic power to help students learn maths quickly and easily
B) she has got a new and advanced teaching technique in maths teaching
C) she has a different teaching philosophy to make maths learning efficient
D) she has a set of very strict rules for students to obey in maths class
64. Which of the following is true about maths teaching according to Sarah Bourke?
A) Building an encouraging learning atmosphere is vital for maths teaching.
B) Structured lessons will make children feel frightened in maths learning.
C) Good teacher can teach maths as easily as a mother nurtures her child.
D) Maths teacher should have a good master of psychology and therapeutics.
65. According to the passage, which of the following would be the best title?
A) Outstanding Maths Success.
B) Teaching maths Like a Mother.
C) A Dedicated Maths Teacher.
D) New Idea Creates Maths Success.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on *Answer Sheet 2*.

天安门广场（Tian'anmen Square）是世界上最大的城市中心广场之一。天安门始建于1417年，作为皇城（imperial palace）的入口大门，连接着皇家开阔的“前院”与皇宫。中华人民共和国成立后，经历了1958年、1976年、1981年和2013年四次整修。在封建时代（feudal times），天安门扮演着重要的政治角色，是普通人的禁地。现在，除了其重要的政治意义，天安门广场还是人们休闲娱乐的好去处，也是游客到北京必游的景点之一。

Model Test Six

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: *Should Students Be Banned from Living off Campus?* You should write at least 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on *Answer Sheet 1*.

1. 现在很多大学生都喜欢在校园外租住。
2. 一些人认为这一行为必须禁止。
3. 你的看法。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

- | | |
|-------------------------|------------------------|
| 1. A) For domestic use. | B) For military use. |
| C) For technical use. | D) For industrial use. |

2. A) The robot dog's name is Alex.
- B) The robot dog is owned by Andy Rubin, who helped create Android.
- C) The robot dog is much heavier than the real dog.
- D) The real dog is afraid of the robot dog.

Questions 3 to 5 will be based on the following news item.

3. A) No more than 15. B) At least 50.
C) No more than 50. D) More than 100.
4. A) About 15. B) About 50. C) At least 100. D) More than 100.
5. A) Another bus. B) A truck. C) A private car. D) A train.

Questions 6 to 8 will be based on the following news item.

6. A) 1 billion euros. B) 2 billion euros.
C) 10 billion euros. D) 20 billion euros.
7. A) The shape of the building is unique.
B) The stadium has 68,000 seats.
C) The style of the stadium is traditional.
D) The surrounding of the stadium is covered by a green forest.
8. A) In 2017. B) In 2018. C) In 2019. D) In 2021.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) At the first speaker's home.
C) At a restaurant.
10. A) Cabbage B) Fish
C) Meat D) Spicy food
11. A) She is a vegetarian.
C) They're not easy to get people fat.
12. A) He is going to eat less vegetables.
C) He is going to eat less meat.
- B) At the second speaker's home.
D) At a coffee bar.
- B) Vegetables keeps people healthier.
D) She gets accustomed to eating vegetables.
- B) He is going to eat more light food.
D) He is going to be a vegetarian.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) It's about the man's academic education. B) It's about a chat show on the TV.
C) It's about the man's part-time job. D) It's about a job interview.
14. A) Her parents can't afford her study in the university.
B) She thinks she can learn more in her work.
C) She thinks she is old enough to support herself.
D) She thinks this company is a good one for her to learn lots of things.
15. A) The man will go to work in this company.
B) It's not decided whether the man will be accepted by the company.
C) The man will not work in this company.
D) The man didn't decide whether to work in this company or not.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Passage One

Questions 16 to 19 are based on the passage you have just heard.

16. A) When they don't have a car. B) When they live in a huge country.
C) When they don't use planes. D) When they have a car.
17. A) Because the country is huge. B) Because the air-service is not very good.
C) Because the car is a sign of wealth. D) Because Americans like to be independent.
18. A) A new kind of car. B) Public transportation.
C) The gas shortage. D) Poor people.
19. A) Cars have made the nation on wheels.
B) The answer to the gas shortage will not be a bigger system of public transportation.
C) Nearly 80% of the American people have cars.
D) Cars give Americans the freedom to schedule their own time.

Passage Two

Questions 20 to 22 are based on the passage you have just heard.

20. A) Rocks. B) Dried mud.
C) Animal skins. D) Tree branches.
21. A) They could be easily transported. B) They could be put up in a short time.
C) They were round houses of clay. D) They were small house without windows.
22. A) Hunters. B) Farmers. C) Fruit-pickers. D) Fishermen.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) Because they have a driving license.
B) Because they have received special training.
C) Because the traffic conditions in London are good.
D) Because the traffic system of the city is not very complex.
24. A) Two to four months. B) About three weeks.
C) At least half a year. D) Two years or more.

25. A) They don't want their present bosses to know what they're doing.
 B) They want to earn money from both jobs.
 C) They cannot earn money as taxi drivers yet.
 D) They look forward to further promotion.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Innovation began taking root as a term associated with science and industry in the nineteenth century, matching the 26 march of the Industrial Revolution, although the language of that period 27 invention, particularly technical invention. Several factors helped invention develop a prestigious and 28 connotation, including the rise of consumer culture, increased numbers of patents, and strong government focus on building labs for 29 and development, Godin argues.

So when did the focus change from invention to innovation? Godin 30 this differentiation to a 1939 definition offered by Austrian economist Joseph Schumpeter. He defined invention as an act of intellectual creativity 31 without any thought given to its possible economic import, while innovation happens when firms 32 how to craft inventions into constructive changes in their business model.

Over time, a new 33 got woven into the definition of innovation, shifting its common understanding to “bringing to market a new technology.” In Godin’s view, this was especially 34 government funding for research and development in laboratories and foundations. From the early 1950s until the 1980s, he said, innovation was understood as a 35: theoretical research in labs provided an initial foundation; applications of that research were devised and developed; and from there, they became commercialized products.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the*

passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

The term “outsider art” means raw or uncontaminated art. It refers to art 36 by people who are untrained, unaware of any 37 audience for their work, and on the margins of society, often 38 to mental health problems. A new exhibition at the Wellcome Collection is 39 to outsider art from Japan. These so-called outsider artists have all been diagnosed with cognitive, behavioral and developmental disorders. They live in, or attend, specialist care 40 where they work with art facilitators. The 300 works on 41 contain their dreams, fears and projections, but also their special interpretations of the world around them and the important people in their lives. Like much of the Wellcome Collection’s 42 programming (it has held recent exhibitions on death, dirt and brains) it is 43, yet stimulating and significant.

Masao Obata’s red-crayon creations on pieces of cardboard show wedding-like scenes of couples, 44 his lifelong desire for a significant other. A video shot before he died poignantly shows his wish fulfillment: dressed in red tracksuit trousers, a tucked-in red top and a chunky red belt (red is clearly his signature color) he energetically colors in a couple portrait. He seems sweet and lonely yet focused. “When are you happiest?” the interviewer asks him. “When I’m working,” he says without turning his 45 away from his drawing.

- | | |
|-------------------|---------------|
| A) gaze | I) due |
| B) owe | J) imaginary |
| C) unconventional | K) facilities |
| D) hasten | L) gratitude |
| E) revealing | M) potential |
| F) distinctive | N) devoted |
| G) created | O) display |
| H) glimpse | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking

the corresponding letter on Answer Sheet 2.

Does Contagious Yawning Mean You're Nice?

- A) You're in a conversation with another person and he casually yawns. As you wonder whether he's bored with the discussion, you find that you're yawning, too. A man walking by, sees you yawn, and pretty soon he yawns. It's carried on and on, passing from one person to another in a domino effect. Science is still investigating exactly what makes us yawn, but it's a well-known and little-studied fact: Yawning is contagious. We know that much of yawning is due to suggestibility—it's infectious. You don't need to actually see a person yawn to involuntarily yawn yourself; hearing someone yawn or even reading about yawning can cause the same reaction. Chances are you'll yawn at least once while reading this article.
- B) But contagious yawning goes beyond mere suggestibility. Recent studies show that the phenomenon is also related to our predisposition toward empathy—the ability to understand and connect with others' emotional states. It sounds strange, but whether or not you're susceptible to contagious yawning may actually be related to how much empathy you feel for others.
- C) Empathy is an important part of cognitive development. We learn from an early age to value ourselves based on the amount and type of empathy our parents display, and developmental psychologists have found that people who weren't shown empathy by their parents struggle later on in life. A lack of early empathy has been shown to lead to the development of sociopathic behavior in adults. So empathy is important, sure, but how could it possibly be related to contagious yawning? Leave it up to psychologists at Leeds University in England to answer that. In their study, researchers selected 40 psychology students and 40 engineering students. Each student was made to wait individually in a waiting room, along with an undercover assistant who yawned 10 times in as many minutes. The students were then administered an emotional quotient test: Students were shown 40 images of eyes and asked what emotion each one displayed.
- D) The results of the test support the idea that contagious yawning is linked to empathy. The psychology students—whose future profession requires them to focus on others—yawned contagiously an average of 5.5 times in the waiting room and scored 28 out of 40 on the emotional test. The engineering students—who tend to focus on things like numbers and systems—yawned an average of 1.5 times and scored 25.5 out of 40 on the following test. The difference doesn't sound like much, but researchers consider it significant. Strangely, women, who are generally considered more emotionally attuned, didn't score any higher than men. These findings support what neurologists found through brain imaging: Contagious yawning is associated with the same parts of the brain that deal with empathy. These regions, the precuneus and posterior temporal gyrus, are located in the back of the brain. And

although the link between contagious yawning and empathy has been established, explanations for the link are still being investigated.

- E) Researchers are looking into the world of development disorders and at higher primates for answers to this riddle. Primate Yawning, Autism and Contagious Yawning may serve a number of functions, and these functions might be different for different animals. Humans aren't the only animals that yawn—even fish do. But only humans and chimpanzees, our closest relative in the animal kingdom, have shown definite contagious yawning. One study, conducted in Kyoto, Japan, observed six chimps in captivity. Chimps were shown videos of other chimps yawning, along with chimps that opened their mouths but did not yawn. Of the six, two chimps yawned contagiously a number of times. Even more interesting, like their human counterparts under age 5, the three chimp infants showed no susceptibility to contagious yawning. This may be related to the fact that empathy is taught and learned. If contagious yawning is the result of empathy, then contagious yawning wouldn't exist until the ability to empathize was learned. But what if empathy is never developed?
- F) Another study, led by cognitive researcher Atsushi Senju, sought to answer that question. People with autism spectrum disorder are considered to be developmentally impaired emotionally. Autistics have trouble connecting with others and find it difficult to feel empathy. Since autistics have difficulty feeling empathy, then they shouldn't be susceptible to contagious yawning. To find out, Senju and his colleagues placed 48 kids aged 7 to 15 in a room with a television. Twenty-four of the test subjects had been diagnosed with autism spectrum disorder, the other half were non-autistic kids. Like the Kyoto chimp study, the test subjects were shown short clips of people yawning as well as clips of people opening their mouths but not yawning. While the kids with autism had the same lack of reaction to both kinds of clips, the non-autistic kids yawned more after the clips of people yawning.
- G) But there could be another interpretation to Senju's findings. Autistics tend to focus on the mouths of people with whom they interact. But contagious yawning is thought to be cued—not by movements in the mouth area—but by changes to the area around the yawning person's eyes. This could explain why autistics are less susceptible to contagious yawning—perhaps they're just missing the cues. However, that notion is undermined by another study. Conducted by researchers at Yale University, this study examined the reactions of autistic adults while they watched emotionally charged scenes from the movie, "Who's Afraid of Virginia Woolf?" Researchers found that those autistics who watched the eyes of the characters didn't register any more emotional reaction than those who focused on the mouth. This indicates that contagious yawning amounts to more than just cues; the autistics who watched the eyes received little information from the cues they found there.
- H) It's become pretty clear that contagious yawning is linked to empathy. But why? Perhaps the best explanation for why we yawn, as well as why yawning is contagious, can be found

around the watering hole on the savannah tens of thousands of years ago.

- I) Some scientists believe that yawning is an involuntary response to a stressful situation: When we yawn, we increase the blood flow to the brain, thus making us more alert. Contagious yawning may be a method of quiet communication by which our ancestors spread the word that a hungry lion was nearby. Fear is an emotion with which we can empathize, and yawning may serve as a cue by which we spread that fear.
46. Whether or not you're easily influenced by contagious yawning may be linked to how much empathy you feel for others.
47. Early empathy is important for us in that it affects our later life a lot.
48. The results of the Leeds University's test show that contagious yawning and empathy are related to the same parts of the brain
49. Contagious yawning wouldn't exist unless the ability to empathize is learned.
50. Autistics have difficulty feeling empathy, so autistics are less susceptible to contagious yawning.
51. Another interpretation to Senju's findings is that contagious yawning is thought to be cued by changes around the yawning person's eyes.
52. According to the Yale University's study, the reason why autistics aren't susceptible to contagious yawning is that they received little information from the cues around people's eyes.
53. The reason why contagious yawning is linked to empathy was not clear.
54. Some scientists believe that yawning is just to make us more alert.
55. Yawning may be considered as a cue by which people spread an emotion, and with the emotion we can empathize.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 56 to 60 are based on the following passage.

Consumers already pay for carry-out bags, but they don't realize it because the cost is rolled into the price of the goods they buy, creating the illusion that the bags are free. Where they've been made explicit, fees of just 5 cents have cut plastic bag use 75 percent to 90 percent. Therefore, charging a small fee on carry-out bags would be the most sensible solution to the

ocean and stream pollution caused by the flimsy bags with handles, which are the second most common trash items found along California's beaches, and contribute to the giant floating garbage patch in the Pacific Ocean. People who pay for the bags are more likely to reuse them. For unknown reasons, the plastic bags that grocery shoppers use for their vegetables and those used to wrap this newspaper do not tend to end up as trash in or near waterways.

Although a 2006 California law prohibits cities from adopting fees on plastic bags, it hasn't stopped municipalities from taking action. More than 70 have banned the bags outright, including Los Angeles, whose ban will take effect later this year. The patchwork of laws around the state is confusing for retail chains and consumers. Some cities and counties ban both paper and plastic bags, some ban plastic but levy a fee on paper, and some have no law at all. And the bans eliminate consumer choice.

Legislation to bring some coherence to this situation has consistently failed. This year three bills have been introduced, two of which are nearly identical, and none of them gets it right. Two would ban plastic and place a fee on paper bags. At first glance, the third looks closer to the mark: it would place a 5-cent tax on both kinds of bags and use the proceeds for parks and litter removal, but it contains a spoiler provision that would allow municipalities to opt out.

Lawmakers could do better. A fee on both plastic and paper would encourage people to switch to reusable bags while providing convenience and choice for the times they forget to bring them. As with existing law on bottles and cans, people could pay a redemption fee that could be reclaimed when the bags were returned for recycling. A reasonable law shouldn't be this hard.

56. Carry-out bags should be charged certain sum of fee because _____.

- A) They have already been charged in an implicit way
- B) They are also commodities with value
- C) The use of them causes damage to the waters
- D) The use of them could be cut down to 90 percent

57. According to the passage, which of the following statements is not true about carry-out plastic bags?

- A) Carry-out plastic bags are floating here and there in the Pacific Ocean.
- B) Grocery shoppers always use newspapers for their vegetables instead of plastic bags.
- C) The very common trash along California's beaches is the used carry-out plastic bags.
- D) The carry-out bags people pay for them wouldn't end up as trash in or near waterways.

58. What of the following practices on carry-out bags in different cities and states is true?

- A) California charges fee on both paper and plastic bags.
- B) In Los Angeles, both paper and plastic bags were banned.
- C) Some municipalities ban plastic but levy a fee on paper bags.
- D) Some municipalities ban paper but levy a fee on plastic bags.

59. According to the passage, the author suggests _____.

- A) Lawmakers should ban plastic bags and place a fee on paper bags
 - B) Legislation on the issue of carry-out bags should be coherent and reasonable
 - C) The use of carry-out bags provides convenience and choice for consumers
 - D) Carry-out bags should be charged a 5-cent tax as bottles and cans
60. The passage mainly deals with _____.
- A) The solution to water pollution
 - B) The law on carry-out plastic bags
 - C) The influence of carry-out bags
 - D) The fee on carry-out bags

Passage Two

Questions 61 to 65 are based on the following passage.

At Valley Academy of Arts and Sciences in Granada Hills, every student has an iPad. That's 1,200 iPads. "It's magical," declared a student at Valley Academy who loves his iPad.

As L.A. Unified Superintendent (主管) John Deasy argues, students are supposed to begin taking standardized tests on electronic devices in the 2014-15 school year as part of a new curriculum. And he said it would be irresponsible not to prepare students for an increasingly digital economy.

But Stanford University education professor Larry Cuban has lots of reservations. "There is still no evidence that iPads will increase student achievement at all. It's not the hardware, it's the software, and no studies have been done on the software apps in use, so no one knows," said Cuban, who suggested the money might be better spent on training and recruiting teachers. "I've seen students with iPads and the novelty is there and the engagement is there, but it's not clear that novelty and engagement will lead to increased academic achievement." Other *skeptics* (怀疑论者) have raised questions about maintenance costs and equipping schools with WiFi — not to mention the tendency of kids to drop things.

And the principal had glowing reviews and noted that the iPads are great equalizers, because many students come from homes where electronic tablets are beyond the family budget.

Actually, the impact of iPad was immediate and dramatic. The tablets helped create a dynamic learning environment in which students and teachers were prompting each other. And the distraction feared by some teachers can be *mitigated* (缓和) with locks that prevent students from using anything other than the assigned program.

In a geometry class, students Jose Cruz and Brandon Zulueta showed visitors a project they had just completed. Using old-fashioned paper, they made geometric origami figures, then used an iPad program to produce a stop-animation video in which a harpoon chased a whale. The animation was used to illustrate a story they'd written about a drama on the high seas. In physics class, students used iPads to design rockets and test them in a virtual wind tunnel.

"This is not a teacher and it's not a student, either. It's a tool," Their teacher said of the

tablet, “We can’t go backwards. We’re preparing kids for jobs we don’t even know about yet.”

61. Why do educational leaders in L.A. prefer that students take tests on iPad as part of curriculum?
- A) Because this electronic device makes school exams more convenient
 - B) Because this electronic device is more accurate in evaluating students’ academic performance
 - C) Because this electronic device makes exam papers more animating
 - D) Because this electronic device helps students prepare for the new era.
62. Which of the following is not the reason why opponents are against using iPads in education?
- A) Using iPads will not necessarily improve students’ performance.
 - B) The costs for maintenance and equipping are too huge.
 - C) Using iPads enlarges the gap between rich and poor families.
 - D) Money for teacher recruiting and training is used to buy iPads.
63. There are the advantages of using iPad in education, except _____.
- A) Making the learning environment more active
 - B) Making lessons vivid and animating
 - C) Making students and teachers more interactive in class
 - D) Making students closely follow fashions
64. The phrase “had glowing reviews” in the fourth paragraph most probably means _____.
- A) Highly valued
 - B) Critically commented on
 - C) Lighted up
 - D) Burst with happiness
65. How is iPad applied in class teaching at Valley Academy of Arts and Sciences in Granada Hills?
- A) Design a geometry program with animating effects
 - B) Use animation to illustrate a story they have heard
 - C) Demonstrate the drama of the books on high seas
 - D) Design chemical tests with geometric figures

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

孔子 (Confucius) 是中国古代最伟大的思想家之一, 被认为是儒家思想 (Confucianism) 的奠基人。儒家的经典著作《论语》(The Analects of Confucius) 由孔子的弟子及其再传弟子编撰而成。它记录了孔子的哲学、教导和忠告。两千多年来, 《论语》和儒家思想对中国人和中国文化都产生了深远的影响。儒家思想的核心“仁” (benevolence) 在今天仍然是大多数中国人所接受的主流价值观。

Model Test Seven

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: *Personal Information Leakage*. You should write at least 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on *Answer Sheet 1*.

1. 目前个人信息泄露的现象很严重。
2. 这种现象会导致什么危害。
3. 我们应该怎么保护自己的个人信息。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

1. A) 40 million. B) 41 million. C) 42 million. D) 43 million.
2. A) People are eating manufactured or processed food more often.

- B) People's food often has a high sugar, fat and salt content.
- C) People are gaining weight because of urban lifestyles.
- D) It is unusual to find poor nutrition and obesity in the same country.

Questions 3 to 5 will be based on the following news item.

- 3. A) Between Christians and Muslims.
B) Between local people and Muslims.
C) Between local people and Christians.
D) Between the army and Muslims.
- 4. A) Bukurn market is a large commercial area to the south.
B) Bukurn market was under military control.
C) Bukurn market was burnt to the ground.
D) There were still debris and burning fires.
- 5. A) At least 100. B) No more than 100.
C) At least 1000. D) No more than 1000.

Questions 6 to 8 will be based on the following news item.

- 6. A) They depend on each other.
B) They are not related to each other.
C) Smoking feeds on drinking.
D) Drinking feeds on smoking.
- 7. A) More than 65%. B) More than 75%.
C) More than 85%. D) More than 95%.
- 8. A) The "critical center". B) The "reward center".
C) The "active center". D) The "passive center".

Questions 9 to 12 are based on the conversation you have just heard.

- 9. A) There will be three guest speakers in the lecture hall.
B) The panel discussion is good because it's going to be on television.
C) The panel discussion is about politicians, journalists.
D) It's less fun to watch the discussion from the TV than being there in person.
- 10. A) He has classes tonight.
B) He has an appointment with his tutor.
C) He is not as interested as the woman in the panel discussion.
D) His tutor will be unhappy if he goes to the panel discussion tonight.
- 11. A) She is busy with her work.
B) It's hard for them to find a time when they could meet each other.
C) He is afraid of his tutor putting the blame on him.
D) It's a bit late to inform his tutor about canceling their meeting.
- 12. A) He will go to the panel discussion and cancel the meeting with his tutor tonight.

- B) He will go to see his tutor and make sure whether his tutor will agree to cancel the meeting.
 C) He will have a meeting with his tutor first, and then go to the panel discussion.
 D) He will ask someone to record the panel discussion for him.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) Because Dr Baker is going to give a lecture next month, and the speaker wants to confirm something.
 B) Because Dr Baker is going to have a performance next week, and the speaker wants to confirm something.
 C) Because the speaker wants to remind Dr Baker of something about his lecture.
 D) Because the speaker wants to remind Dr Baker of something about his performance.
14. A) title B) place C) time D) fee
15. A) a whiteboard B) a VCR C) a CD-player D) a cassette player

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Passage One

Questions 16 to 19 are based on the passage you have just heard.

16. A) Its fast pace and rhythms. B) Its simple themes.
 C) Its beautiful melodies. D) Both B) and C).
17. A) South America. B) The countryside throughout America.
 C) Urban areas in the Southern U.S.A. D) The countryside in the Southern U.S.A.
18. A) It originates from the American Indians.
 B) It has simple themes and melodies.
 C) It mainly expresses the miseries of the black people and their hard lives.
 D) It describes the situations and feelings of the American people.
19. A) Five. B) Four. C) Six. D) More than six.

Passage Two

Questions 20 to 22 are based on the passage you have just heard.

20. A) He feels funny. B) He feels angry.
 C) He feels excited. D) He feels sad.

21. A) They don't like everything in the new culture shortly after their arrival.
B) They begin to enjoy their life more after they leave the country.
C) They leave the country when they encounter "culture shock".
D) They begin to adjust to their surroundings and enjoy their life.
22. A) The people who had no hobbies in their own culture.
B) The people who were not active and successful in their own culture.
C) The people who had high position in their own culture.
D) The people who never had any difficulties in their own culture.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) Synthetic fuel. B) Solar energy. C) Alcohol. D) Electricity.
24. A) Air traffic conditions. B) Traffic jams on highways.
C) Road conditions. D) New traffic rules.
25. A) Go through a health check. B) Take little luggage with them.
C) Arrive early for boarding. D) Undergo security checks.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Innovative public transport solutions will be needed in the denser megacities of the new urban age. The 26 is moving towards two billion cars. Commuters in Brazil's biggest city, Sao Paulo, can sit in traffic jams of up to 180km. Americans currently spend 27 nine years of their lives sitting in their cars. China, 28, is now the world's biggest car market, with ownership going up 20-fold since 2000, and many of its cities' new six-lane 29 are already clogged with traffic and car fumes.

Transport planning at a megacity level will require more than 30 streets or providing more of them. Suburbia may have been built around the automobile, but the city of the Anthropocene will need to be built around 31, low-emitting mass transit. China and other developing countries have an opportunity to create this public transport infrastructure 32 planning around cars, which as other cities have learned makes 33 options so much harder to retrofit.

It's hard to see how the traditional-car-dominated cities of the 20th-century can 34 rapid

urbanization, higher petrol prices and increasingly stringent air pollution regulations. Innovative power sources, from hydrogen to compressed air, are likely to be 35 in future, but liquid natural gas and electricity are already replacing gasoline in some cities.

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

Banking across the rich world expanded between 1963 and the 36 crisis in 2008. By almost any measure it 37 remarkable returns to shareholders and paid 38 sums to its employees. Returns on equity (ROE), a standard measure of profitability, routinely 39 from 20% to 25% for the financial industry as a whole and often more for the most successful firms. Pay soared, too, not just for bankers but for most employees 40 the industry. Since the crisis, returns have 41. The Boston Consulting Group (BCG) reckons that ROEs for the world's biggest investment banks have 42, to about 10% in Europe and 13% in America. The 43 is even worse, with returns likely to fall to 6-9%.

Views about growth and profitability in the financial sector are polarising (两极化). One, probably the majority at first, that hoped and believed that this would all blow over, and another that figured the industry and regulatory landscape had changed permanently. The 44 growth of finance before the crisis both fed on and fuelled a rapid rise in private-sector debt in rich countries, where banking assets increased from an average of about 50% of GDP in the 1960s to around 200% of GDP by the late 2000s. In countries with large international banking sectors, bank assets 45 to about five times GDP. In Iceland and Switzerland they peaked at eight to ten times GDP.

- | | |
|--------------|------------------|
| A) outlook | I) motivate |
| B) brought | J) collapsed |
| C) criteria | K) ranged |
| D) halved | L) extraordinary |
| E) financial | M) logical |

F) multiply

N) vast

G) across

O) destroy

H) swelled

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

Promote Learning and Skills for Young People and Adults

- A) This goal places the emphasis on the learning needs of young people and adults in the context of lifelong learning. It calls for fair access to learning programs that are appropriate, and mentions life skills particularly.

Why this goal?

- B) Education is about giving people the opportunity to develop their potential, their personality and their strengths. This does not merely mean learning new knowledge, but also developing abilities to make the most of life. These are called life skills-including the inner capacities and the practical skills we need.
- C) Many of the inner capacities-often known as psycho-social skills-cannot be taught as subjects. They are not the same as academic or technical learning. They must rather be modeled and promoted as part of learning, and in particular by teachers. These skills have to do with the way we behave-towards other people, towards ourselves, towards the challenges and problems of life. They include skills in communicating, in making decisions and solving problems, in negotiating and expressing ourselves, in thinking critically and understanding our feelings. More practical life skills are the kinds of manual skills we need for the physical tasks we face. Some would include vocational skills under the heading of life skills-the ability to lay bricks, sew clothes, catch fish or repair a motorbike. These are skills by which people may earn their livelihood and which are often available to young people leaving school. In fact, very often young people learn psycho-social skills as they learn more practical skills. Learning vocational skills can be a strategy for acquiring both practical and psycho-social skills. We need to increase our life skills at every stage of life, so learning them may be part of early childhood education, of primary and secondary education and of adult learning groups.

Its importance in learning

- D) Life skills can be put into the categories that the Jacques Delors report suggested; it spoke of

four pillars of education, which correspond to certain kinds of life skills: Earning to know: Thinking abilities: such as problem-solving, critical thinking, decision-making, understanding consequences. Learning to be: Personal abilities: such as managing stress and feelings, self-awareness, self-confidence. Learning to live together Social abilities: such as communication, negotiation, teamwork. Learning to do: Manual skills: practising know-how required for work and tasks. In today's world all these skills are necessary, in order to face rapid change in society. This means that it is important to know how to go on learning as we require new skills for life and work. In addition, we need to know how to cope with the flood of information and turn it into useful knowledge. We also need to learn how to handle change in society and in our own lives.

Its nature

- E) Life skills are both concrete and abstract-practical skills can be learned directly, as a subject. For example, a learner can take a course in laying bricks and learn that skill. Other life skills, such as self-confidence, self-esteem, and skills for relating to others or thinking critically cannot be taught in such direct ways. They should be part of any learning process, where teachers or instructors are concerned that learners should not just learn about subjects, but learn how to cope with life and make the most of their potential. So these life skills may be learnt when learning other things. For example: Learning literacy may have a big impact on self-esteem, on critical thinking or on communication skills; Learning practical skills such as driving, healthcare or tailoring may increase self-confidence, teach problem-solving processes or help in understanding consequences. Whether this is true depends on the way of teaching -what kinds of thinking, relationship-building and communication the teacher or facilitator models themselves and promotes among the learners.

Progress towards this goal

- F) It would require measuring the individual and collective progress in making the most of learning and of life, or assessing how far human potential is being realized, or estimating how well people cope with change. It is easier to measure the development of practical skills, for instance by counting the number of students who register for vocabulary skills courses. However, this still may not tell us how effectively these skills are being used. The psycho-social skills cannot easily be measured by tests and scores, but become visible in changed behavior. Progress in this area has often been noted by teachers on reports which they make to the parents of their pupils. The teachers experience of life, of teaching and of what can be expected from education in the broadest sense serve as a standard by which the growth and development of individuals can be assessed to some extent. This kind of assessment is individual and may never appear in international tables and charts.

Current challenges

- G) The current challenges relate to these difficulties: We need to recognize the importance of life

skills-both practical and psycho-social-as part of education which leads to the full development of human potential and to the development of society; The links between psycho-social skills and practical skills must be more clearly spelled out, so that educators can promote both together and find effective ways to do this; Since life skills are taught as part of a wide range of subjects, teachers need to have training in how to put them across and how to monitor learners' growth in these areas; In designing curricula and syllabuses for academic subjects, there must be a balance between content teaching and attention to the accompanying life skills; A more conscious and deliberate effort to promote life skills will enable learners to become more active citizens in the life of society.

Policy options-what governments should do

- H) Recognize and actively advocate for the transformational role of education in realizing human potential and in socio-economic development; Ensure that curricula and syllabuses address life skills and give learners the opportunity to make real-life applications of knowledge, skills and attitudes; Show how life skills of all kinds apply in the world of work, for example, negotiating and communication skills, as well practical skills; Through initial and in-service teacher training, increase the use of active and participatory learning/teaching approaches; Examine and adapt the processes and content of education so that there is a balance between academic input and life skills development; Make sure that education inspectors look not only for academic progress through teaching and learning, but also progress in the communication, modeling and application of life skills; Advocate for the links between primary and (early) secondary education because learning life skills needs eight or nine years and recognize that the prospect of effective secondary education is an incentive to children, and their parents, to complete primary education successfully.

Policy options-what funding agencies should do support research, exchange and debate, nationally and regionally, on ways of strengthening life skills education; Support innovative (创新的) teacher training in order to combine life skills promotion into subjects across the curriculum and as a fundamental part of what school and education are about; Recognize the links between primary and secondary education in ensuring that children develop strong life skills; Support, therefore, the early years of secondary education as part basic education.

What UNESCO is doing

- I) As support to governments and in cooperation with other international agencies, UNESCO: Works to define life skills better and clarify what it means to teach and learn them; Assists educational policy makers and teachers to develop and use a life skills approach to education; Advocates for the links between a life skills approach to education and broader society and human development.
46. Many of the inner capacities which cannot be taught as subjects are often known as psycho-social skills.

47. Because vocational skills determine people's livelihood, it is fundamental.
48. One cannot tell how effectively a vocational skill is being used by counting how many students register for the course.
49. The progress in psycho-social skills can be measured in terms of changed behaviors.
50. One of the challenges facing the learners is to promote their life skills more consciously and deliberately.
51. The government will ensure that all curricula given to the learners will address life skills.
52. The function of UNESCO is to lead the governments and other international agencies to promote life skills.
53. The abilities that we can make the most of life consist of the inner capacities, the practical skills we need.
54. The learning to do skills are also called "manual skills", which are to practice know-how required for work and tasks.
55. The government must examine and adapt the processes and content of education in order to gain a balance between academic input and life skills development.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 56 to 60 are based on the following passage.

To some people a car is just a set of wheels, but to an increasing number of Americans-especially those pinched by high petrol prices-it's also a mobile billboard, an opportunity to rake in advertising dollars.

Car-wrapping, as the concept is known, has been around for the past five or six years, but with petrol now selling for more than \$ 3 a gallon in many parts of the United States, and many vehicles remaining inefficient in their fuel use, it has grown into a full-blown trend. What gets advertised on which vehicles depends on the habit of the individual driver and the potential customers the advertiser is trying to reach.

The leading pioneer of car-wrapping, a firm in Los Angeles called FreeCar Media, interviews each would-be car-wrap volunteer. A suburban housewife who sends her children to school and sports games might be induced to advertise laundry *detergent* (洗涤用品), say.

Sometimes FreeCar Media will install a GPS tracking device on the advertiser's car.

Occasionally it will supply the vehicle for the advertising campaign. More often it will pay several hundred dollars a month in exchange for the bodywork-rental rights. The client—who could be anybody from a national brand name to a local business—pays for the concept, the advertising and the car-wrapping itself. FreeCar Media says it has a database of about a million would-be car-wrap volunteers. It estimates around 150,000 vehicles across the United States now carry advertising—of which it is responsible for about 7,000.

Some of those vehicles, of course, are city buses or commercial vehicles, both of which have been carrying advertising for more than a decade. FreeCar Media, though, has been instrumental in expanding the concept of niche advertising on vehicles since it was founded in 1999. Its managers have many novel ideas that have included, down the years, using cement mixer trucks to advertise Coca-Cola's drink, putting advertisements on mobile public toilet, and helping companies recruit their own clients to carry their logos. The drivers are known as “brand ambassadors”.

The concept has now spread to many more companies. A job recruitment firm in Phoenix offers its own employees bonuses if they agree to carry the company logo on their private vehicles. The company has a strict policy of good driving behaviour. One employee caught speeding had his car unwrapped before it could cause any unwelcome publicity.

56. According to the passage, what's the main reason for the popularity of car-wrapping?

- A) Managers' novel ideas
- B) Inefficient car use
- C) Convenient advertisements
- D) High prices of gasoline

57. What's the possible meaning of the word “induce” (Line 3, Para 3)?

- A) utilize
- B) persuade
- C) produce
- D) deceive

58. Which of the following statements is not true according to the passage?

- A) FreeCar Media mainly advertised on city buses and commercial vehicles.
- B) FreeCar Media mostly rent vehicles to carry advertising.
- C) Car-wrapping could be paid by a big company or a small business.
- D) Car-wrapping is accepted by more clients and companies.

59. Managers of FreeCar Meida have many creative ideas of car-wrapping, except _____.

- A) Using cement mixer trucks to advertise Coca-Cola
- B) Using mobile public toilet to make advertisements
- C) Helping companies find proper car-wrapping logo
- D) Helping companies find proper advertising cars

60. As an employee of the job recruitment firm in Phoenix, a driver who agrees to carry the company logo would _____.

- A) Enjoy more privilege than other employees.
- B) Bring more positive influence to the company
- C) Follow the traffic rules rigorously

D) Be caught speeding for car unwrapping

Passage Two

Questions 61 to 65 are based on the following passage.

People who survive a heart attack often describe it as a wake-up call. A 61-year-old manager was stricken last spring in the midst of a divorce and cutting the touch with friends and family members. The manager's doctor suggested him to change his diet, start exercising and quit smoking. He also prescribed drugs to lower *cholesterol* (胆固醇) and blood pressure. It was sound advice, but studies showed that his risk of dying within six months would be four times greater if he remained depressed and lonely, so he joined a support group and reordered his priorities, placing relationships at the top of the list. His health has improved steadily since then, and so has his outlook on life.

Medicine today focuses primarily on drugs and surgery, genes and germs. Yet love and intimacy are at the root of what makes us sick and well. Connections with other people affect the quality of our lives and also our survival. Studies find that people who feel lonely are many times more likely to get heart diseases than those who have a strong sense of connection and community, partly because lonely people are more likely to engage in self-destructive behaviors. Getting through the day becomes more important when you have no one else to live for. Patients take refuges in food, alcohol, cigarettes or drugs. When they feel lonely, they eat fat to coat their nerves and numb the pain. Even when you eat right, exercise and avoid smoking, loneliness also increases your risk of early death.

Fortunately, love protects our heart in ways that we don't completely understand and its protective effects are independent of other risk factors. Awareness is the first step in healing. When we understand the connection between how we live and how long we live, it's easier to make different choices. Instead of viewing the time we spend with friends and family as luxuries, we can see that these relationships are among the most powerful determinants of our well-being and survival. Science is documenting the healing values of love, intimacy, community, compassion, forgiveness, altruism and service—values that are part of almost all spiritual traditions as well as many secular ones. Being unselfish may be the most self-serving approach to life, for it helps free both the giver and recipient from suffering, disease and premature death.

61. What's the reason that the 61-year-old manager was stricken?

- | | |
|------------------------|---------------------|
| A) High blood pressure | B) bad diet habit |
| C) divorce | D) combined factors |

62. What is the main factor making the manager get recovered according to the passage?

- A) He isolated himself from unhappy relationships with his friends and families.
 B) He took the medicine and diet advice from his doctor.
 C) He treated relationships as the most important one in his life.

- D) He rearranged his life and made a balance between work and life.
63. Why do lonely people more likely to get heart diseases than those who have a strong sense of connection and community?
- A) Because they have more genetic problems.
- B) Because they are easier to ruin themselves.
- C) Because they are easier to get nervous and painful.
- D) Because they do less exercises and also have diet problems.
64. Which of the following is true about the protective effects of love according to the passage?
- A) We really don't know that love protects our heart.
- B) Love protects our heart in close combination with other mental factors.
- C) Love from social connections functions greatly in improving life quality.
- D) Helping each other will cure our diseases and make us live longer.
65. The most appropriate title for the passage would be _____.
- A) Love is real medicine
- B) Love and loneliness
- C) How love improves our life
- D) How love becomes medicine

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

在中国，几乎所有的发展中城市都面临着城市化（urbanization）的进程。这一趋势提高了很多人的生活水平，也提供了更多的就业机会。国内年轻人的就业前景得到进一步的提升。随着越来越多的人向城市迁徙，住房及城市基础设施（infrastructure）建设，包括水源等能源的供应将会成为城市发展的焦点问题。人才缺口使得城市规划和建筑成为大学毕业生收入最高的专业之一。

Model Test Eight

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: *Should May Day Holiday Be Resumed to Seven Days?* You should write at least 120 words but no more than 180 words following the outline given below in Chinese. Write your essay on *Answer Sheet 1*.

1. 2007 年开始五一长假被缩减成三天;
2. 有人呼吁恢复七天长假;
3. 你的看法。

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 1 and 2 will be based on the following news item.

1. A) It can cause some health problems.
B) It can cure some diseases.

- C) It can help people live longer.
 - D) It can provide people with more nutrition.
2. A) Heart disease and lung cancer.
B) Type 2 diabetes and mental disorder.
C) Brain disease and high blood pressure.
D) Heart disease and brain disease.

Questions 3 to 5 will be based on the following news item.

3. A) A software project. B) An education project.
C) A highway project. D) A gas pipeline project.
4. A) Because 200 million people live in Russia.
B) Because Russia can gain influence in the area.
C) Because it is very profitable.
D) Because South African nations demand gas from Russia.
5. A) For economic and social reasons.
B) For strategic and political reasons.
C) For technical and political reasons.
D) For economic and security reasons.

Questions 6 to 8 will be based on the following news item.

6. A) 15 million. B) 18 million. C) 20 million. D) 22 million.
7. A) Power. B) Social status. C) Success. D) Wealth.
8. A) They are likely to rise by 30 percent.
B) They are likely to decrease by 13 percent.
C) They are likely to triple.
D) They are likely to double.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) They are talking about the arrangement of a meeting.
B) They are talking about holding a farewell for a colleague.
C) They are talking about inviting some people.
D) They are talking about some activities in their company.
10. A) 24th December B) 10th December C) 15th December D) 22nd December
11. A) The office staff B) John and his wife C) Faculty heads D) Students
12. A) Because he thinks it's too late.
B) Because he thinks it's too early.
C) Because it's the workday and people are not free.
D) Because there is going to be an examination next day.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) relatives B) colleagues C) classmates D) friends

14. A) Because it's a romantic story, which is the favorite one of Rose'.
B) Because Hank thinks Rose should stop studying and take a rest.
C) Because Hank wants to celebrate his birthday with Rose.
D) Because Hank doesn't want to see the film by himself.
15. A) Yes, she does. B) No, she doesn't. C) She is uncertain about it. D) I don't know

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) Showing Charles Dickens's great memory.
B) Telling people that Charles Dickens is a writer.
C) Illustrating that great men usually have a good memory.
D) Comparing Charles Dickens with other great men of the world.
17. A) Because they are absent-minded in school.
B) Because they are tired of learning it.
C) Because they cannot understand the rules.
D) Because they have so little time for it.
18. A) A good memory is very helpful in people's development.
B) A man's mind is exactly like a modern camera.
C) Man can keep a picture in his mind with no difficulty.
D) Men's memory is usually better than women's memory.

Passage Two

Questions 19 to 22 are based on the passage you have just heard.

19. A) The origin of language is a legend handed down from the past.
B) The origin of language is a question difficult to answer.
C) The origin of language was not known until recently.
D) The origin of language is a problem not yet solved.
20. A) They could agree upon certain signs. B) They could communicate with each other.
C) They could write them down. D) They could combine them.

21. A) By combining. B) By writing. C) By experience. D) By memorizing.
22. A) The real poet is no more than a master of words.
B) The real poet can convey his meaning in words which sing like music.
C) The real poet's style is charming.
D) The real poet can move women to tears.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) He may have difficulty making friends with his colleagues.
B) He may have to handle a lot of unfamiliar situations.
C) He may feel uncomfortable in the new circumstance.
D) He will find his office is so different from his classroom.
24. A) They are not well-educated.
B) They failed to work hard enough at school.
C) New colleagues are often difficult to get along with.
D) What they learned in class is not adequate for their new life.
25. A) To find a worker and follow him closely.
B) To find a person you admire and make friends with him.
C) To find a person you respect and watch carefully how he acts.
D) To find a model and admire him.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

The technology of 3-D printing is decades old, but now there's an ecosystem in place that moves it 26 the maker edges to mainstream center. So now 27 I'm asked for an insider's view on the hype vs. realities of 3-D printing — and where it's going.

3-D printing is indeed an important fabrication technology, because it has the 28 ability to make anything 29 the complexity of the form. Other fabrication techniques, honed over decades of industrialization, 30 with geometric complexity—where 3-D printers can print either the most intricate shapes or the 31 cube with equal ease.

Never before have we had a technology where we can so freely translate our ideas into a tangible object with little regard to the machinery or skills 32. Yet just as the microwave

didn't replace all other forms of cooking as initially predicted, 3-D printing will not replace other manufacturing technologies, 33 industrial-scale ones for a variety of reasons. It will complement them.

The fact is that 3-D printing is really, still, an 34 technology. We've built a magical aura around it, but as soon as anyone actually uses a 3-D printer for any period of time, they 35 wish for faster build times, higher quality prints, better and cheaper materials and so on.

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

A new study by the U.N. Food and Agriculture Organization (FAO) says insects could be used in the fight 36 hunger and to increase food 37. A report 38 Monday says that forest insects form part of the traditional diet for some two billion people worldwide and are a 39 available source of nutritious and protein-rich food.

Some of the most widely 40 insects include beetles, caterpillars, bees, wasps and ants. The food agency report says insects are rich in protein, good fats, iron and other 41. The report cites the "42 factor" as being a large reason as to why eating insects is 43 in Western countries, an effect that spreads to much of the world. It also suggests cooks can help raise the status of insects by incorporating them into recipes and menus. Insects produce a fraction of 44 such as methane (甲烷), ammonia (氨) and greenhouse gases compared to other animals, according to the FAO. It adds that on average, insects use just two kilograms of feed to produce one kilogram of meat, compared to cattle which 45 eight kilograms of feed to produce the same amount.

The food agency also pointed out that in addition to food, insect gathering and farming can also offer employment and income generation for people and businesses.

- A) emissions
- B) minerals
- C) against

- I) require
- J) magnificent
- K) released

- | | |
|----------------|-------------|
| D) hedge | L) rare |
| E) lump | M) particle |
| F) distinctive | N) readily |
| G) disgust | O) consumed |
| H) security | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

The Migration of Birds

- A) The migration of birds has never been properly explained. Homer brings it into his books, and Aristotle kept a record of the migration dates of different birds. Men of the past cut pictures of birds on stone 40,000 years ago, and they probably knew something about migration. In the last hundred years scientists have studied migration quite closely by fixing metal bands to the legs of birds and then setting them free. The bands have on them the date and the place where the birds lived. So if, for example, a bird has an English “address” and is found in the south of Africa, the scientists learn something about its journey.
- B) How do the birds know when to begin their migration? What tells them that the right time has come to move? It is probably not cold weather. But when the summer is ending in the north, the days become shorter and shorter. This may be the sign for the birds that the winter is coming. In a certain experiment, some birds were put in a place where the sun could not be seen. The only light was electric. In this place the “days” were made longer and longer by keeping the light turned on for more and more hours in the day. The birds thought that spring was coming, although winter was in fact getting nearer every day. They began to sing. Therefore the light was the cause of their mistake. Perhaps the birds know when to start their migration by watching the daylight. The setting sun sends them home in the evenings. Perhaps the shorter days send them south.
- C) But how do they find their way? That is the great difficulty. The young birds do not always go with the older ones who could perhaps remember the way from earlier journeys. The young are often left to find their own way, and they do find it. If a bird is carried a short way from its home, it can often find its way back. But can it do this if it is carried a long way? At Midway Island eighteen birds were caught and banded. They were then put into boxes, and the boxes were placed in waiting aero planes. Some of the birds were taken to North

America, some to Japan, some to the Philippines, some to the island of Oahu, and some to the Marshall Islands. Fourteen of the birds returned home. One from the Philippines took thirty two days on its journey, but it had to cover more than 4,000 miles. These long journeys are rather different from the journey of the bird that just goes home after the day's business. Over a short journey, a bird may remember things; but not over 4,000 miles. And how does it find its way over the sea? There is nothing on the sea to remember. Some birds fly regularly from Alaska to Hawaii, a journey of 2,000 miles and there is no land on the way.

- D) An experimenter, Robert Wood, took six birds from Ross Island and sent them 826 miles to the South Pole. The ice there does nothing to help a bird to find the right direction. Every direction from the South Pole is north. There are no stars to be seen in summer because the sun is bright for 24 hours a day. So the birds could not use the stars to help them. It seems that Robert Wood had placed the birds in an impossible position. They could not even feel the turning of the earth, because it turns slowly there: about 63 feet in 24 hours, twenty feet from the pole. But one bird found its way home in ten days.
- E) What, then, directs the birds? Scientists have had many ideas. Once they thought it was the turning of the earth. Then they thought it was the sun. Both of these have been proven wrong. The scientist and musician Gustav Kramer noticed that some singing birds fly only at night when the time for migration comes. Does the moon help these birds after the sun has gone down? Perhaps, some experts think so. But another scientist, R. Drost, says that birds can find a small island like Helgoland on a dark night with no moon. What is the truth? What is the answer? A lot of important work has been done on this question, but a lot more is needed, for this is one of the greatest mysteries in the world. There is something here which we cannot understand. There are men who think that we do not know the whole truth about science. They think there is another world of which at present we know almost nothing: a world of lines of force.
- F) T. C. Lethbridge in one of his books describes how birds can find each other when one is far away from the other. He believes that lines of force, or lines of life, stand round people, animals and even things like metals. These lines can be found with a pendulum—something heavy hanging on a long piece of silk or other material. The length of the silk is important. Each kind of thing needs a special length. An example may make this clear.
- G) Suppose we want to find a piece of glass in a garden. We have to know the right length of the pendulum for glass. So we take the pendulum to a piece of glass, bringing nearer and nearer. It is moving from side to side, and so it will continue until we find the right length. We know now that this is 14 inches, for glass. If then, we let the length of the silk be 14 inches; the pendulum will stop moving from side to side when we bring it near to the glass. It will begin to ground in a kind of ring. (It will do this even if the glass is below the ground.) The “rate” for glass is therefore 14. Other rates are, for example, 22 for silver, 20 for diamonds, 29 for

gold, 32 for iron, 20 for electricity, 24 for men and 29 for women. The pendulum stops moving from side to side because the lines of force near the thing have an effect on it.

- H) So Mr. Lethbridge believes that there is an entirely different world around us and that it has lines of force in it. These are up and down lines, and they may reach the sun. They seem to go up (and down) forever. Mr. Lethbridge has found them with his pendulum in a room above the room in which the object is.
- I) If there are lines of force like these, perhaps birds can sense them, or other lines like them. If so, this may in the future help to explain bird migration. But at present this science (If it is a science) is only beginning. Who knows what the future may hold?
46. Scientists fixed metal bands to birds legs so as to learn something about their flying routes.
47. Some birds were let go soon after they had been brought to the island of Oahu.
48. With the light turned on for more and more hours in the day, the “days” were made longer and longer and this gave the birds an illusion that spring was approaching.
49. The slow turning of the earth does not direct the birds to their destinations.
50. According to the passage, some birds take a regular trip of 2,000 miles from Alaska to Hawaii. There is no land on their way, so they can find nothing over the blue waters to remember.
51. The ice in the South Pole does nothing to help a bird find its way.
52. When the summer is ending in the north, the days become shorter. This may be the sign for the birds that the winter is coming..
53. The shorter days tells the birds when to fly south.
54. From the South Pole, the six birds sent by Mr. Robert Wood could go nowhere but north.
55. T. C. Lethbridge maintains that lines of force/lines of life can be found in all animals, and all metals.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 56 to 60 are based on the following passage.

Applied for a job lately? Then your prospective employer probably knows how you spend your Saturday nights. Your could-be boss may also know more about your bathroom habits and deep thoughts than does your wife or husband.

That's if you, like millions of other job applicants, submitted to a personality test. At least 30% of employers—from governments to hospitals, restaurants to law firms—use a version of the tests in hiring. Even CEOs get tested. Carly Fiorina reportedly took a 900-question test before landing the top job at Hewlett-Packard (惠普).

Although the tests have been around for more than a century, employers have increasingly become interested in them for one main purpose: retention. Companies yearn to stop turnover, which averages about 15% across the workforce and costs at least a quarter of a departing worker's salary. Poorly performing employees are costly, up to \$100 billion a year in the U.S., according to one study. The tests claim to predict a worker's "fit" with the job and corporate culture—thereby increasing chances that the hire will stick.

Computerization has made administering the tests easier and cheaper, helping the industry grow to about 2,500 companies raking in \$400 million a year. Here's what you need to know:

What do personality tests measure? It depends on the test. The California Psychological Inventory can help determine the right person for the job by attempting to predict how someone will behave. The Myers-Briggs is frequently used by employers on existing employees to measure leadership and teamwork skills. Other tests evaluate dependability, stress management and motivation.

How accurate are they? No test is *infallible* (绝对可靠地) to predict behaviour. But standards have improved vastly over the past decade, thanks to the emergency of a uniform language involving five main types of behavior. However, there is still a Wild West of unsupported, unproven tests out there.

Can you game a personality test? Applicants often try to answer questions to make themselves look attractive. But tests have got better at fingering the liars, mainly by arranging questions to indicate a pattern—a liar scale, that is, built-in alarms go off when an applicant is faking.

56. Why does your could-be boss know you more than others?

- A) Because he has a detailed application of you.
- B) Because he has hired someone to investigate you.
- C) Because he has got you in personality measure.
- D) Because he has been familiar with you through tests.

57. Why do more and more employers show great interest in personality tests while hiring employees?

- A) They want to reduce the number of poorly performing employees.
- B) They want to reduce the cost caused by the turnover.
- C) They want to hire the employees with good personality.
- D) They want to screen out employees with high instability.

58. Which of the following is true according to the passage?

- A) 30% of CEOs should take a test of as many as 900 questions before getting a job.
 - B) Personality tests like this have surged in recent years.
 - C) Personality tests will help employers keep more “fit” staff.
 - D) Computers play an increasingly dominant role in personality tests.
59. Which of the following is true about the present development of personality tests?
- A) The industry of personality tests still remains unregulated.
 - B) Personality tests mainly measure leadership and teamwork skills.
 - C) The industry develops quickly and helps employers earn \$ 400 million a year.
 - D) Applicants can make them more attractive in tests by providing preferable answers.
60. What’s the probable meaning of the word “game” (Line 1, Para 7)?
- A) gamble B) play C) cheat D) compete

Passage Two

Questions 61 to 65 are based on the following passage.

Young children who take music lessons develop a better memory compared with children who have no musical training, according to research published today. The benefits are noticeable just four months after learning to play a musical instrument, scientists writing in the online edition of the journal *Brain* revealed. And they suggest that music should be taught routinely in schools because of the benefits they have shown it can have on the development of the brains of young children.

The scientists reached their conclusions after measuring brain responses to sounds in two groups of children aged between four and six. One group was taking Suzuki music lessons, while the other group had no musical training at all. Suzuki is a recognized teaching method, which can be used on children from as young as two. The researchers wanted to find out how auditory responses in children matured over the period of a year; whether responses to meaningful sounds, such as musical tones, matured differently than responses to noises, and how musical training affected normal brain development in young children. The team deliberately chose children being trained by the Suzuki method because it ensured they were all trained in the same way, but they were not selected for training according to their initial musical talent and had similar support from their families.

The scientists discovered that general memory capacity improved more in the children studying music than in those not studying it. After one year the musically trained children performed better in memory test correlated with general intelligence skills, such as literacy, verbal memory and mathematics.

At the same time they found there was greater improvement in tasks involving melody, harmony and rhythm processing in the children studying music compared to those not studying it. The first improvements came to light after just four months.

On the other hand, it is very interesting that the children taking music lessons improved

more over the year on general memory skills that are correlated with non-musical abilities such as literacy, verbal memory, visual-spatial processing, mathematics and IQ than did the children not taking lessons. It suggests that musical training is having an effect on how the brain gets wired for general cognitive functioning related to memory and attention.

61. In measuring brain responses to sounds in two groups of children, scientists are interested in _____.
- A) Whether music lessons should be part of primary school curriculum.
 - B) How music lessons influence the development of children's brain.
 - C) How differently children respond to meaningful sounds and noises.
 - D) Whether children improve in musical listening skills efficiently through Suzuki.
62. According to this passage, the most important influence of music to children is _____.
- A) Rhythm processing
 - B) Mathematical calculation
 - C) General intelligence
 - D) Knowledge remembering
63. Which of the following can be inferred from the passage?
- A) Suzuki is a musical method with wide application among young children.
 - B) Music should be taught in school because it is helpful in developing their musical processing.
 - C) Scientists found out that children's responses to music differ from these to monotonous tones.
 - D) Children being trained by the Suzuki method are deliberately chosen according to their music talent.
64. Children with music training perform better in many aspects, except _____.
- A) Memory
 - B) Harmony
 - C) Athletics
 - D) Mathematics
65. According to the passage, which of the following would be the best title?
- A) How Suzuki improves brain development
 - B) How music functions in teaching
 - C) How music lessons are beneficial to memory
 - D) How music talent matures

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on *Answer Sheet 2*.

在中国，高等教育（higher education）正在因技术和人口（demographics）的改变而经历着变革。教育资源日益丰富，学生数量却在减少，因而高等教育正变得越来越容易实现。招生方式变得更加多样化，出国留学变得司空见惯。现在上小学的孩子未来将会接受和现在完全不同的高等教育。让孩子们准备好面对未来的挑战十分必要，在这一过程中减负（reduce the workload）和加强素质教育是两个关键问题。

2016 年 12 月大学英语四级考试真题（一）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. Suppose you have two options upon graduation: one is to work in a state-owned business and the other in a joint venture. You are to make a choice between the two. Write an essay to explain the reasons for your choice. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

- | | | | |
|-------------------------------------|--|-------------------|------------------------|
| 1. A) It was going to be renovated. | C) It was dangerous to live in. | | |
| B) He could no longer pay the rent. | D) He had sold it to the royal family. | | |
| 2. A) A storm. | B) A strike. | C) A forest fire. | D) A terrorist attack. |

Questions 3 and 4 are based on the news report you have just heard.

3. A) They lost contact with the emergency department.
B) They were injured by suddenly falling rocks.
C) They sent calls for help via a portable radio.

- D) They were trapped in an underground elevator.
4. A) They provided the miners with food and water.
 B) They sent supplies to keep the miners warm.
 C) They released the details of the accident.
 D) They tried hard to repair the elevator.

Questions 5 to 7 are based on the news report you have just heard.

5. A) Raise postage rates. C) Improve its services.
 B) Close some of its post offices. D) Redesign delivery routes.
6. A) Closing offices on holidays. C) Computerizing mail sorting processes..
 B) Shortening business hours. D) Stopping mail delivery on Saturdays
7. A) A lot of controversy will arise.
 B) Taxpayers will be very pleased.
 C) Many post office staff will lose their jobs.
 D) Many people will begin to complain.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) He will lose part of his pay. C) He will be given a warning.
 B) He will go through retraining. D) He will be kept from promotion.
9. A) He is an experienced press operator. C) He is always on time.
 B) He is a trustworthy guy. D) He is on good terms with his workmates.
10. A) She is a trade union representative. C) She is better at handling such matters.
 B) She is a senior manager of the shop. D) She is in charge of public relations.
11. A) He is always trying to stir up trouble. C) He is very close to the manager.
 B) He is skilled and experienced. D) He is always complaining about low wages.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) Open. B) Reserved. C) Selfish. D) Friendly.
13. A) They read a book. C) They stay quiet.
 B) They talk about the weather. D) They chat with fellow passengers.
14. A) She was unwilling to make friends with workmates.

- B) She was never invited to a colleague's home.
C) She was eager to visit an English castle.
D) She was always treated as a foreigner.
15. A) Houses are much more quiet. C) They want a garden of their own.
B) They want to have more space. D) Houses provide more privacy.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D) Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

16. A) They will automatically be given hiring priority.
B) They don't have to go through job interviews.
C) They are likely to get much higher pay.
D) They don't have much choice of jobs.
17. A) Visit the school careers service. C) Look at school bulletin boards.
B) Ask their professors for help. D) Go through campus newspapers.
18. A) Providing students with information about the library.
B) Helping students arrange appointments with librarians.
C) Supervising study spaces to ensure a quiet atmosphere.
D) Helping students find the books and journals they need.

Questions 19 to 21 are based on the passage you have just heard.

19. A) It tastes better. C) It is easier to grow.
B) It may be sold at a higher price. D) It can better survive extreme weathers.
20. A) It can grow in drier soil. C) It will replace green tea one day.
B) It is immune to various diseases. D) It is healthier than green tea.
21. A) It does not have a stable market.
B) It has made tea farmers' life easier.
C) It does not bring the promised health benefits.
D) It has been well received by many tea drinkers.

Questions 22 to 25 are based on the passage you have just heard.

22. A) They care more about environment. C) They prefer unique objects of high quality.
B) They decorate their homes themselves. D) They need decorations to show their status.

23. A) They made great contributions to society.
 B) They could only try to create at night.
 C) They were proud of their creations.
 D) They focused on the quality of their products.
24. A) Identify fake crafts. C) Design handicrafts themselves.
 B) Make wise choices. D) Learn the importance of creation.
25. A) To attract foreign investments. C) To arouse public interest in crafts.
 B) To preserve the traditional culture. D) To boost the local economy.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

Many men and women have long bought into the idea that there are “male” and “female” brains, believing that explains just about every difference between the sexes. A new study 26 that belief, questioning whether brains really can be distinguished by gender.

In the study, Tel Aviv University researchers 27 for sex differences throughout the entire human brain.

And what did they find? Not much. Rather than offer evidence for 28 brains as “male” or “female,” research shows that brains fall into a wide range, with most people falling right in the middle.

Daphna Joel, who led the study, said her research found that while there are some gender-based 29, many different types of brain can’t always be distinguished by gender.

While the “average” male and “average” female brains were 30 different, you couldn’t tell it by looking at individual brain scans. Only a small 31 of people had “all-male” or “all-female” characteristics.

Larry Cahill, an American *neuroscientist* (神经科学家), said the study is an important addition to a growing body of research questioning 32 beliefs about gender and brain function. But he cautioned against concluding from this study that all brains are the same, 33

of gender.

“There’s a mountain of evidence 34 the importance of sex influences at all levels of brain function,” he told *The Seattle Times*.

If anything, he said, the study 35 that gender plays a very important role in the brain—“even when we are not clear exactly how.”

- | | |
|-----------------|-----------------|
| A) abnormal | I) regardless |
| B) applied | J) searched |
| C) briefly | K) similarities |
| D) categorizing | L) slightly |
| E) challenges | M) suggests |
| F) figure | N) tastes |
| G) percentage | O) traditional |
| H) proving | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Can Burglars Jam Your Wireless Security System?

- [A] Any product that promises to protect your home deserves careful examination. So it isn’t surprising that you’ll find plenty of strong opinions about the potential vulnerabilities of popular home-security systems.
- [B] The most likely type of burglary (入室盗窃) by far is the unsophisticated crime of opportunity, usually involving a broken window or some forced entry. According to the FBI, crimes like these accounted for roughly two-thirds of all household burglaries in the US in 2013. The wide majority of the rest were illegal, unforced entries that resulted from something like a window being left open. The odds of a criminal using technical means to bypass a security system are so small that the FBI doesn’t even track those statistics.
- [C] One of the main theoretical home-security concerns is whether or not a given system is vulnerable to being blocked from working altogether. With wired setups, the fear is that a burglar (入室盗贼) might be able to shut your system down simply by cutting the right cable. With a wireless setup, you stick battery-powered sensors up around your home that keep an eye on windows, doors, motion, and more. If they detect something wrong while the system is armed, they’ll transmit a wireless alert signal to a base station that will then raise the alarm.

That approach will eliminate most cord-cutting concerns—but what about their wireless equivalent, jamming? With the fight device tuned to the right frequency, what's to stop a thief from jamming your setup and blocking that alert signal from ever reaching the base station?

- [D] Jamming concerns are nothing new, and they're not unique to security systems. Any device that's built to receive a wireless signal at a specific frequency can be overwhelmed by a stronger signal coming in on the same frequency. For comparison, let's say you wanted to "jam" a conversation between two people—all you'd need to do is yell in the listener's ear.
- [E] Security devices are required to list the frequencies they broadcast on—that means that a potential thief can find what they need to know with minimal Googling. They will, however, need to know what system they're looking for. If you have a sign in your yard declaring what setup you use, that'd point them in the right direction, though at that point, we're talking about a highly targeted, semi-sophisticated attack, and not the sort of forced-entry attack that makes up the majority of burglaries. It's easier to find and acquire jamming equipment for some frequencies than it is for others.
- [F] Wireless security providers will often take steps to help combat the threat of jamming attacks. SimpliSafe, winner of our Editors' Choice distinction, utilizes a special system that's capable of separating incidental RF interference from targeted jamming attacks. When the system thinks it's being jammed, it'll notify you via *push alert* (推送警报). From there, it's up to you to sound the alarm manually.
- [G] SimpliSafe was singled out in one recent article on jamming, complete with a video showing the entire system being effectively bypassed with handheld jamming equipment. After taking appropriate measures to contain the RF interference to our test lab, we tested the attack out for ourselves, and were able to verify that it's possible with the right equipment. However, we also verified that SimpliSafe's anti-jamming system works. It caught us in the act, sent an alert to my smartphone, and also listed our RF interference on the system's event log. The team behind the article and video in question make no mention of the system, or whether or not it detected them.
- [H] We like the unique nature of that software. It means that a thief likely wouldn't be able to Google how the system works, then figure out a way around it. Even if they could, SimpliSafe claims that its system is always evolving, and that it varies slightly from system to system, which means there wouldn't be a universal magic formula for cracking it. Other systems also seem confident on the subject of jamming. The team at Frontpoint addresses the issue in a blog on its site, citing their own jam protection software and claiming that there aren't any documented cases of a successful jam attack since the company began offering wireless security sensors in the 1980s.
- [I] Jamming attacks are absolutely possible. As said before, with the right equipment and the

right know-how, it's possible to jam any wireless transmission. But how probable is it that someone will successfully jam their way into your home and steal your stuff?

[J] Let's imagine that you live in a small home with a wireless security setup that offers a functional anti-jamming system. First, a thief is going to need to target your home, specifically. Then, he's going to need to know the technical details of your system and acquire the specific equipment necessary for jamming your specific setup. Presumably, you keep your doors locked at night and while you're away, so the thief will still need to break in. That means defeating the lock somehow, or breaking a window. He'll need to be jamming you at this point, as a broken window or opened door would normally release the alarm. So, too, would the motion detectors in your home, so the thief will need to continue jamming once he's inside and searching for things to steal. However, he'll need to do so without tripping the anti-jamming system, the details of which he almost certainly does not have access to.

[K] At the end of the day, these kinds of systems are primarily designed to protect against the sort of opportunistic smash-and-grab attack that makes up the majority of burglaries. They're also only a single layer in what should ideally be a many-sided approach to securing your home, one that includes common sense things like sound locks and proper exterior lighting at night. No system is impenetrable, and none can promise to eliminate the worst case completely. Every one of them has vulnerabilities that a knowledgeable thief could theoretically exploit. A good system is one that keeps that worst-case setting as improbable as possible while also offering strong protection in the event of a less-extraordinary attack.

36. It is possible for burglars to make jamming attacks with the necessary equipment and skill.
37. Interfering with a wireless security system is similar to interfering with a conversation.
38. A burglar has to continuously jam the wireless security device to avoid triggering the alarm, both inside and outside the house.
39. SimpliSafe provides devices that are able to distinguish incidental radio interference from targeted jamming attacks.
40. Only a very small proportion of burglaries are committed by technical means.
41. It is difficult to crack SimpliSafe as its system keeps changing.
42. Wireless devices will transmit signals so as to activate the alarm once something wrong is detected.
43. Different measures should be taken to protect one's home from burglary in addition to the wireless security system.
44. SimpliSafe's device can send a warning to the house owner's cellphone.
45. Burglars can easily get a security device's frequency by Internet search.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

As a person who writes about food and drink for a living, I couldn't tell you the first thing about Bill Perry or whether the beers he sells are that great. But I can tell you that I like this guy. That's because he plans to ban tipping in favor of paying his servers an actual living wage.

I hate tipping.

I hate it because it's an obligation disguised as an option. I hate it for the post-dinner math it requires of me. But mostly, I hate tipping because I believe I would be in a better place if pay decisions regarding employees were simply left up to their employers, as is the custom in virtually every other industry.

Most of you probably think that you hate tipping, too. Research suggests otherwise. You actually love tipping! You like to feel that you have a voice in how much money your server makes. No matter how the math works out, you persistently view restaurants with voluntary tipping systems as being a better value, which makes it extremely difficult for restaurants and bars to do away with the tipping system.

One argument that you tend to hear a lot from the pro-tipping crowd seems logical enough: the service is better when waiters depend on tips, presumably because they see a benefit to successfully veiling their contempt for you. Well, if this were true, we would all be slipping a few 100-dollar bills to our doctors on the way out their doors, too. But as it turns out, waiters see only a tiny bump in tips when they do an exceptional job compared to a passable one. Waiters, keen observers of humanity that they are, are catching on to this; in one poll, a full 30% said they didn't believe the job they did had any impact on the tips they received.

So come on, folks: get on board with ditching the outdated tip system. Pay a little more upfront for your beer or burger. Support Bill Perry's pub, and any other bar or restaurant that doesn't ask you to do drunken math.

46. What can we learn about Bill Perry from the passage?

- A) He runs a pub that serves excellent beer.
- B) He intends to get rid of the tipping practice.
- C) He gives his staff a considerable sum for tips.

- D) He lives comfortably without getting any tips.
47. What is the main reason why the author hates tipping?
- A) It sets a bad example for other industries.
B) It adds to the burden of ordinary customers.
C) It forces the customer to compensate the waiter.
D) It poses a great challenge for customers to do math.
48. Why do many people love tipping according to the author?
- A) They help improve the quality of the restaurants they dine in.
B) They believe waiters deserve such rewards for good service.
C) They want to preserve a wonderful tradition of the industry.
D) They can have some say in how much their servers earn.
49. What have some waiters come to realize according to a survey?
- A) Service quality has little effect on tip size.
B) It is in human nature to try to save on tips.
C) Tips make it more difficult to please customers.
D) Tips benefit the boss rather than the employees.
50. What does the author argue for in the passage?
- A) Restaurants should calculate the tips for customers.
B) Customers should pay more tips to help improve service.
C) Waiters deserve better than just relying on tips for a living.
D) Waiters should be paid by employers instead of customers.

Passage Two

Questions 51 to 55 are based on the following passage.

In the past, falling oil prices have given a boost to the world economy, but recent forecasts for global growth have been toned down, even as oil prices sink lower and lower. Does that mean the link between lower oil prices and growth has weakened?

Some experts say there are still good reasons to believe cheap oil should heat up the world economy. Consumers have more money in their pockets when they're paying less at the pump. They spend that money off other things, which stimulates the economy.

The biggest gains go to countries that import most of their oil like China, Japan, and India. But doesn't the extra money in the pockets of those countries' consumers mean an equal loss in oil-producing countries, cancelling out the gains? Not necessarily, say economic researcher Sara Johnson. "Many oil producers built up huge reserve funds when prices were high, so when prices fall they will draw on their reserves to support government spending and *subsidies* (补贴) for their consumers.

But not all oil producers have big reserves. In Venezuela, collapsing oil prices have sent its

economy into free-fall.

Economist Carl Weinberg believes the negative effects of plunging oil prices are overwhelming the positive effects of cheaper oil. The implication is a sharp decline in global trade, which has plunged partly because oil-producing nations can't afford to import as much as they used to.

Sara Johnson acknowledges that the global economic benefit from a fall in oil prices today is likely lower than it was in the past. One reason is that more countries are big oil producers now, so the nations suffering from the price drop account for a larger share of the global economy.

Consumers, in the U.S. at least, are acting cautiously with the savings they're getting at the gas pump, as the memory of the recent great recession is still fresh in their mind. And a number of oil-producing countries are trimming their gasoline subsidies and raising taxes, so the net savings for global consumers is not as big as the oil price plunge might suggest.

51. What does the author mainly discuss in the passage?
 - A) The reasons behind the plunge of oil prices.
 - B) Possible ways to stimulate the global economy.
 - C) The impact of cheap oil on global economic growth.
 - D) The effect of falling oil prices on consumer spending.
52. Why do some experts believe cheap oil will stimulate the global economy?
 - A) Manufacturers can produce consumer goods at a much lower cost.
 - B) Lower oil prices have always given a big boost to the global economy.
 - C) Oil prices may rise or fall but economic laws are not subject to change.
 - D) Consumers will spend their savings from cheap oil on other commodities.
53. What happens in many oil-exporting countries when oil prices go down?
 - A) They suspend import of necessities from overseas.
 - B) They reduce production drastically to boost oil prices.
 - C) They use their money reserves to back up consumption.
 - D) They try to stop their economy from going into free-fall.
54. How does Carl Weinberg view the current oil price plunge?
 - A) It is one that has seen no parallel in economic history.
 - B) Its negative effects more than cancel out its positive effects.
 - C) It still has a chance to give rise to a boom in the global economy.
 - D) Its effects on the global economy go against existing economic laws.
55. Why haven't falling oil prices boosted the global economy as they did before?
 - A) People are not spending all the money they save on gas.
 - B) The global economy is likely to undergo another recession.
 - C) Oil importers account for a larger portion of the global economy.

D) People the world over are afraid of a further plunge in oil prices.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on Answer Sheet 2.*

在中国文化中, 红色通常象征着好运、长寿和幸福。在春节和其他喜庆场合, 红色到处可见。人们把现金作为礼物送给家人或亲密朋友时, 通常放在红色的信封里。红色在中国流行的另一个原因是人们把它与中国革命和共产党相联系。然而, 红色并不总是代表好运和快乐。因为从前死者的名字常用红色书写, 用红墨水书写中国人名被看成是一种冒犯行为。

2016 年 12 月大学英语四级考试真题（二）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. Suppose you have two options upon graduation: one is to find a job somewhere and the other to start a business of your own. You are to make a decision. Write an essay to explain the reasons for your decision. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet I* with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

- | | |
|---|--|
| 1. A) To satisfy the curiosity of tourists. | C) To enable tourists to visit Goat Island. |
| B) To replace two old stone bridges. | D) To improve utility services in the state. |
| 2. A) Countless tree limbs. | C) Lots of wrecked boats and ships. |
| B) A few skeletons. | D) Millions of coins on the bottom. |

Questions 3 and 4 are based on the news report you have just heard.

3. A) It suspended diplomatic relations with Libya.
B) It urged tourists to leave Tunisia immediately.

- C) It shut down two border crossings with Libya.
- D) It launched a fierce attack against Islamic State.
- 4. A) Advise Tunisian civilians on how to take safety precautions.
- B) Track down the organization responsible for the terrorist attack.
- C) Train qualified security personnel for the Tunisian government.
- D) Devise a monitoring system on the Tunisian border with Libya.

Questions 5 to 7 are based on the news report you have just heard.

- 5. A) An environment-friendly battery. C) A plant-powered mobile phone charger.
- B) An energy-saving mobile phone. D) A device to help plants absorb sunlight.
- 6. A) While sitting in their school's courtyard.
- B) While playing games on their phones.
- C) While solving a mathematical problem.
- D) While doing a chemical experiment.
- 7. A) It increases the applications of mobile phones.
- B) It speeds up the process of photosynthesis.
- C) It improves the reception of mobile phones.
- D) It collects the energy released by plants.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

- 8. A) He visited the workshops in the Grimsby plant.
- B) He called the woman and left her a message.
- C) He used stand-ins as replacements on all lines.
- D) He asked a technician to fix the broken production line.
- 9. A) It is the most modern production line. C) It has stopped working completely.
- B) It assembles super-intelligent robots. D) It is going to be upgraded soon.
- 10. A) To seek her permission. C) To request her to return at once.
- B) To place an order for robots. D) To ask for Tom's phone number.
- 11. A) She is on duty. C) She is on sick leave.
- B) She is having her day off. D) She is abroad on business.

Questions 12 to 15 are based on the conversation you have just heard.

- | | |
|---------------------------------------|-------------------------------------|
| 12. A) He saved a baby boy's life. | C) He prevented a train crash. |
| B) He wanted to be a superhero. | D) He was a witness to an accident. |
| 13. A) He has a 9-month-old boy. | C) He enjoys the interview. |
| B) He is currently unemployed. | D) He commutes by subway. |
| 14. A) A rock on the tracks. | C) A strong wind. |
| B) A misplaced pushchair. | D) A speeding car. |
| 15. A) She stood motionless in shock. | C) She called the police at once. |
| B) She cried bitterly. | D) She shouted for help. |

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet I** with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

- | | |
|---|------------------------------|
| 16. A) She inherited her family ice-cream business in Billings. | |
| B) She loved the ice-cream business more than teaching primary school. | |
| C) She started an ice-cream business to finance her daughter's education. | |
| D) She wanted to have an ice-cream truck when she was a little girl. | |
| 17. A) To preserve a tradition. | C) To help local education. |
| B) To amuse her daughter. | D) To make some extra money. |
| 18. A) To raise money for business expansion. | |
| B) To make her truck attractive to children. | |
| C) To allow poor kids to have ice-cream too. | |
| D) To teach kids the value of mutual support. | |

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

- | | |
|---|--|
| 19. A) The reasons for imposing taxes. | |
| B) The various services money can buy. | |
| C) The various burdens on ordinary citizens. | |
| D) The function of money in the modern world. | |

20. A) Educating and training citizens. C) Protecting people's life and property.
B) Improving public transportation. D) Building hospitals and public libraries.
21. A) By asking for donations. C) By selling government bonds.
B) By selling public lands. D) By exploiting natural resources.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) It is located at the center of the European continent.
B) It relies on tourism as its chief source of revenues.
C) It contains less than a square mile of land.
D) It is surrounded by France on three sides.
23. A) Its beauty is frequently mentioned in American media.
B) Its ruler Prince Rainier married an American actress.
C) It is where many American movies are shot.
D) It is a favorite place Americans like to visit.
24. A) Tobacco. B) Potatoes. C) Machinery. D) Clothing.
25. A) European history. C) Small countries in Europe.
B) European geography. D) Tourist attractions in Europe.

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

The ocean is heating up. That's the conclusion of a new study that finds that Earth's oceans now 26 heat at twice the rate they did 18 years ago. Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in *Nature Climate Change*.

Warming waters are known to 27 to coral bleaching (珊瑚白化) and they take up more space than cooler waters, raising sea 28. While the top of the ocean is well studied, its depths are more difficult to 29. The researchers gathered 150 years of ocean temperature

data in order to get a better 30 of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century 31 of British naval ships to modern automated ocean probes. The extensive data sources, 32 with *computer simulations* (计算机模拟), created a timeline of ocean temperature changes, including cooling from volcanic outbreaks and warming from fossil fuel 33.

About 35 percent of the heat taken in by the oceans during the industrial era now resides at a 34 of more than 700 meters, the researchers found. They say they're 35 whether the deep-sea warming canceled out warming at the sea's surface.

- | | |
|---------------|----------------|
| A) absorb | I) heights |
| B) combined | J) indifferent |
| C) contribute | K) levels |
| D) depth | L) mixed |
| E) emissions | M) picture |
| F) excursion | N) unsure |
| G) explore | O) voyage |
| H) floor | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

The Secret to Raising Smart Kids

- [A] I first began to investigate the basis of human motivation—and how people persevere after setbacks—as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.
- [B] People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.
- [C] In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to

keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

- [D] Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different “theories” of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that’s that. I call this a “fixed *mind-set* (思维模式).” Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than *intimidating* (令人生畏); they offer opportunities to learn. Students with such a growth mind-set were *destined* (注定) for greater academic success and were quite likely to outperform their counterparts.
- [E] We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students’ mind-sets by asking them to agree or disagree with statements such as “Your intelligence is something very basic about you that you can’t really change.” We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.
- [F] As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.
- [G] Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the

two groups continued to widen during the two years we followed them.

- [H] A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.
- [I] How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.
- [J] In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled “You Can Grow Your Brain.” They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.
- [K] Research is *converging* (汇聚) on the conclusion that great accomplishment and even genius is typically the result of years of passion and dedication and not something that flows naturally from a gift.
36. The author’s experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.
37. Focusing on effort is effective in helping children overcome frustration and achieve success.
38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.
39. Students’ belief about the cause of their failure explains their attitude toward setbacks.
40. In the author’s experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.
41. The author conducted an experiment to find out about the influence of students’ mind-sets on math learning.
42. After failing again and again, most animals give up hope.
43. Informing students about the brain as a learning machine is a good strategy to enhance their

motivation for learning.

44. People with a fixed mind-set believe that one's intelligence is unchangeable.

45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) And D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

“Sugar, alcohol and tobacco,” economist Adam Smith once wrote, “are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation.”

Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages.

Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste.

While reformulating *recipes* (配方) is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with

obesity, a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed. There is no silver bullet.

46. What did Adam Smith say about sugar, alcohol and tobacco?
- A) They were profitable to manufacture.
 - B) They were in ever-increasing demand.
 - C) They were subject to taxation almost everywhere.
 - D) They were no longer considered necessities of life.
47. Why have many countries started to consider taxing sugar?
- A) They are under growing pressure to balance their national budgets.
 - B) They find it ever harder to cope with sugar-induced health problems.
 - C) The practice of taxing alcohol and tobacco has proved both popular and profitable.
 - D) The sugar industry is overtaking alcohol and tobacco business in generating profits.
48. What do we learn about Danish taxation on fat-rich foods?
- A) It did not work out as well as was expected.
 - B) It gave rise to a lot of problems on the border.
 - C) It could not succeed without German cooperation.
 - D) It met with firm opposition from the food industry.
49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?
- A) Replacing sugar or salt with alternative ingredients.
 - B) Setting a limit on the amount of sugar or salt in their products.
 - C) Investing in research to find ways to adapt to consumers' needs.
 - D) Adjusting the physical composition of their products.
50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 4, Para.7)?
- A) There is no single easy quick solution to the problem.
 - B) There is no hope of success without public cooperation.
 - C) There is no hurry in finding ways to solve the obesity problem.
 - D) There is no effective way to reduce people's sugar consumption.

Passage Two

Questions 51 to 55 are based on the following passage.

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an

editorial released Monday in the *American Journal of Public Health*, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

The average international runway model has a body mass index (BMI) under 16—low enough to indicate starvation by the World Health Organization’s standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

“Especially girls and teens,” says Record. “Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines.” That’s especially worrying, she says, given that *anorexia* (厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

It’s commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

Record’s suggestion is to prohibit agents from hiring models with a BMI below 18.

In April, France passed a law setting lower limits for a model’s weight. Agents and fashion houses who hire models with a BMI under 18 could pay \$ 82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won’t be easy, Record says. But with the new rules in France, U.S. support could make a difference. “A designer can’t survive without participating in Paris Fashion Week”, she says, adding, “Our argument is that the same would be true of New York Fashion Week.”

51. What do Record and Austin say about fashion models’ body mass?

- A) It has caused needless controversy.
- B) It is but a matter of personal taste.
- C) It is the focus of the modeling business.
- D) It affects models’ health and safety.

52. What are Record and Austin advocating in the Monday editorial?

- A) A change in the public’s view of female beauty.
- B) Government legislation about models’ weight.
- C) Elimination of forced weight loss by models.
- D) Prohibition of models eating non-food stuff.

53. Why are Record and Austin especially worried about the low body mass index of models?

- A) It contributes to many mental illnesses.
- B) It defines the future of the fashion industry.
- C) It has great influence on numerous girls and women.
- D) It keeps many otherwise qualified women off the runway.

54. What do we learn about France’s fashion industry?

- A) It has difficulty hiring models.
- B) It has now a new law to follow.
- C) It allows girls under 18 on the runway.
- D) It has overtaken that of the United States.

55. What does Record expect of New York Fashion Week?

- A) It will create a completely new set of rules.
- B) It will do better than Paris Fashion Week.
- C) It will differ from Paris Fashion Week.
- D) It will have models with a higher BMI.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

随着中国的改革开放，如今很多年轻人都喜欢举行西式婚礼。新娘在婚礼上穿着白色婚纱，因为白色被认为是纯洁的象征。然而，在中国传统文化中，白色经常是葬礼上使用的颜色。因此务必记住，白花一定不要用做祝人康复的礼物，尤其不要送给老年人或危重病人。同样，礼金也不能装在白色的信封里，而要装在红色的信封里。

2016 年 12 月大学英语四级考试真题（三）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. Suppose you have two options upon graduation: one is to take a job in a company and the other to go to a graduate school. You are to make a choice between the two. Write an essay to explain the reasons for your choice. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

说明：由于 2016 年 12 月四级考试全国共考了 2 套听力，本套真题听力与前 2 套内容完全一样，只是顺序不一样，因此在本套真题中不再重复出现。

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

When someone commits a criminal act, we always hope the punishment will match the offense. But when it comes to one of the cruelest crimes—animal fighting—things 26 work out that way. Dog-fighting victims are 27 and killed for profit and “sport,” yet their criminal abusers often receive a 28 sentence for causing a lifetime of pain. Roughly half of all federally-convicted animal fighters only get probation (缓刑).

Some progress has been made in the prosecution (起诉) of animal fighters. But federal judges often rely heavily on the U. S. Sentencing Guidelines when they 29 penalties, and in the case of animal fighting, those guidelines are outdated and extremely 30.

The U.S. Sentencing Commission, which 31 these sentencing guidelines, is revisiting them, proposing to raise the minimum sentence from 6-12 to 21-27 months. This is a step in the right 32, but we’d like to see the U. S. Sentencing Commission make further changes to the guidelines.

Along with this effort, we’re working with animal advocates and state and federal lawmakers to 33 anti-cruelty laws across the country, as well as supporting laws and policies that assist overburdened animal 34 that care for animal fighting victims. This help is 35 important because the high cost of caring for animal victims is a major factor that prevents people from getting involved in cruelty cases in the first place.

- | | |
|---------------|---------------|
| A) convenient | I) method |
| B) creates | J) minimal |
| C) critically | K) rarely |
| D) determine | L) shelters |
| E) direction | M) strengthen |
| F) hesitate | N) sufferings |
| G) inadequate | O) tortured |
| H) inspired | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

When Work Becomes a Game

[A] What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.

- [B] Increasingly, companies are tapping into these desires directly through what has come to be known as “gamification”: essentially, turning work into a game. “Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education,” explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.
- [C] It might mean monitoring employees’ productivity on a digital leaderboard and offering prizes to the winners, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L’Oréal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020.
- [D] The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people’s reward-seeking or competitive spirits. Cracker Jack has been “gamifying” its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of-the-century steel *magnate* (巨头) Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.
- [E] But the word “gamification” and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. “We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too,” Werbach says.
- [F] A number of companies have sprung up—GamEffective, Bunchbail and Badgeville, to name a few—in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees’ ordinary job tasks into part of a rich adventure narrative. “What makes a game game-like is that the player actually cares about the outcome,” Werbach says. “The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology.”
- [G] Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leaderboard showing who is winning at all times. Others are more motivated by collaboration and social experiences. One

company Werbach has studied uses gamification to create a sense of community and boost employees' *morale* (士气). When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.

- [H] Gamification does not have to be digital. Monica Cornetti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed "storm chaser teams" and competed in storm-themed educational exercises to earn various rewards. "Rewards do not have to be stuff," Cornetti says. "Rewards can be flexible working hours." Another training, this one for pay roll law, used a Snow White and the Seven Dwarfs theme. "Snow White" is available for everyone to use, but the "dwarfs" are still under copyright, so Cornetti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific pay roll law principles.
- [I] Some people do not take naturally to gamified work environments, Cornetti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. "If we are designing for engineers, I'm not talking about a 'game' at all," Cornetti says. "I'm talking about a '*simulation*' (模拟), I'm talking about 'being able to solve this problem.'"
- [J] Gamification is "not a magic bullet," Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leaderboards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a *Los Angeles Times* article, one employee referred to the board as a "digital whip". "It actually had a very negative effect on morale and performance," Werbach says.
- [K] Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games." "We are far from reaching the peak," Cornetti agrees. "There is no reason this will go away."
36. Some famous companies are already using gamification and more are trying to do the same.
37. Gamification is not a miracle cure for all workplaces as it may have negative results.
38. To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.

39. The idea of gamification was practiced by some businesses more than a century ago.
40. There is reason to believe that gamification will be here to stay.
41. Video games contributed in some ways to the wide application of gamification.
42. When turning work into a game, it is necessary to understand what makes games interesting.
43. Gamification in employee training does not always need technology.
44. The most successful gamification platforms transform daily work assignments into fun experiences.
45. It is necessary to use terms other than “gamification” for some professions.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task it is to “solve” problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a *clearing house* (信息交流中心) for using technology in classrooms and in online courses. It’s an administrative *sham* (欺诈) of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the *bureaucratic* (官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not

people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

46. What does the author say about present-day universities?
- A) They are effectively tackling real or imagined problems.
 - B) They often fail to combine teaching with research.
 - C) They are over-burdened with administrative staff.
 - D) They lack talent to fix their deepening problems.
47. According to the author, what kind of people do universities lack most?
- A) Good classroom teachers.
 - B) Efficient administrators.
 - C) Talented researchers.
 - D) Motivated students.
48. What does the author imply about the classes at present?
- A) They facilitate students' independent learning.
 - B) They help students form closer relationships.
 - C) They have more older students than before.
 - D) They are much bigger than is desirable.
49. What does the author think of teaching ability?
- A) It requires talent and practice.
 - B) It is closely related to research.
 - C) It is a chief factor affecting students' learning.
 - D) It can be acquired through persistent practice.
50. What is the author's suggestion for improving university teaching?
- A) Creating an environment for teachers to share their teaching experiences.
 - B) Hiring more classroom teachers and allowing them to teach in their own way.
 - C) Using high technology in classrooms and promoting exchange of information.
 - D) Cutting down meetings and encouraging administrative staff to go to classrooms.

Passage Two

Questions 51 to 55 are based on the following passage.

The secret to eating less and being happy about it may have been cracked years ago—by McDonald's. According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize. Both options were priced the same.

Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion. One of the prizes used was a *lottery ticket* (彩票), with a \$10, \$50 or \$100 payout, and this was as effective as a tangible gift in persuading people to eat less.

“The fact that participants were willing to substitute part of a food item for the mere prospect of a relatively small monetary award is interesting,” says Reimann.

He theorizes that it is the emotional component of these intangible prizes that make them effective. In fact, vaguely-stated possibilities of winning a prize were more effective than options with hard odds included.

“One explanation for this finding is that possible awards may be more emotionally provoking than certainty awards,” Reimann. “The uncertainty of winning provides desirability through emotional ‘thrills’. The possibility of receiving an award also produces a state of hope—a state that is in itself psychologically rewarding.” In other words, there’s a reason why people like to gamble.

How might this knowledge be used to help people eat more healthily?

One possibility is a healthy option that offers the chance to win a *spa* (温泉疗养) weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant—and make you eat a little less.

51. What do we learn about McDonald’s inclusion of toys in its Happy Meals?

- A) It may shed light on people’s desire to crack a secret.
- B) It has proved to be key to McDonald’s business success.
- C) It appeals to kid’s curiosity to find out what is hidden inside.
- D) It may be a pleasant way for kids to reduce their food intake.

52. What is the finding of the researchers led by Martin Reimann?

- A) Reducing food intake is not that difficult if people go to McDonald’s more.
- B) Most kids and adults don’t actually feel hungry when they eat half of their meal.
- C) Eating a smaller portion of food does good to the health of kids and adults alike.
- D) Most kids and adults would choose a smaller meal that came with a non-food item.

53. What is most interesting in Martin Reimann’s finding?

- A) Kids preferred an award in the form of money to one in the form of a toy.
- B) Adults chose the smaller portion on the mere promise of a future award.
- C) Both kids and adults felt satisfied with only half of their meal portions.
- D) Neither children nor adults could resist the temptation of a free toy.

54. How does Martin Reimann interpret his finding?

- A) The emotional component of the prizes is at work.
- B) People now care more about quality than quantity.

- C) People prefer certainty awards to possible awards.
 - D) The desire for a future reward is overwhelming.
55. What can we infer from Martin Reimann's finding?
- A) People should eat much less if they wish to stay healthy and happy.
 - B) More fast food restaurants are likely to follow McDonald's example.
 - C) We can lead people to eat less while helping the restaurant business.
 - D) More studies are needed to find out the impact of emotion on behavior.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

在中国文化中，黄颜色是一种很重要的颜色，因为它具有独特的象征意义。在封建（feudal）社会中，它象征统治者的权力和权威。那时，黄色是专为皇帝使用的颜色，皇家宫殿全都漆成黄色，皇袍总是黄色的，而普通老百姓是禁止穿黄色衣服的。在中国，黄色也是收获的象征。秋天庄稼成熟时，田野变得一片金黄。人们兴高采烈，庆祝丰收。

2017 年 6 月大学英语四级考试真题（一）

Part I Writing (25 minutes)

Directions: For this part, you are allowed 30 minutes to write an advertisement on your campus website to sell a computer you used at college. Your advertisement may include its brand, specifications/features, condition and price, and your contact information. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and questions will be spoken only once. After you hear questions, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

注意：此部分试题请在答题卡 1 上作答。

Questions 1 to 2 are based on the conversation you have just heard.

1. A) The man in the car was absent-minded.
B) The test driver made a wrong judgment.
C) The self-driving system was faulty.
D) The car was moving at a fast speed.
2. A) They have done better than conventional cars.
B) They have caused several severe crashes.
C) They have posed a threat to other drivers.

D) They have generally done quite well.

Questions 3 to 4 are based on the conversation you have just heard.

3. A) He works at a national park. B) He is a queen bee specialist.
C) He removed the bees from the boot. D) He drove the bees away from his car.
4. A) They were looking after the queen.
B) They were making a lot of noise.
C) They were looking for a new box to live in.
D) They were dancing in a unique way.

Questions 5 to 7 are based on the conversation you have just heard.

5. A) The discovery of a new species of snake.
B) The second trip to a small remote island.
C) The finding of two new species of frog.
D) The latest test on rare animal species.
6. A) A poisonous snake attacked him on his field trip.
B) He discovered a rare frog on a deserted island.
C) A snake crawled onto his head in his sleep.
D) He fell from a tall palm tree by accident.
7. A) From its genes. B) From its length.
C) From its origin. D) From its colour.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) The security check takes time.
B) He has to check a lot of luggage.
C) His flight is leaving in less than 2 hours.
D) The airport is a long way from the hotel.
9. A) In cash. B) By credit card.
C) With a traveler's check. D) With his smart phone.
10. A) Give him a receipt. B) Confirm his flight.
C) Look after his luggage. D) Find a porter for him.

- 11. A) Signing up for membership of Sheraton Hotel.
- B) Staying in the same hotel next time he comes.
- C) Loading her luggage onto the airport shuttle.
- D) Posting a comment on the hotel's webpage.

Questions 12 to 15 are based on the conversation you have just heard.

- 12. A) He is the only boy in his family.
 - B) He becomes tearful in wind.
 - C) He has stopped making terrible faces.
 - D) He is his teacher's favorite student.
- 13. A) Tell him to play in her backyard.
 - B) Do something funny to amuse him.
 - C) Give him some cherry stones to play with.
 - D) Warn him of danger by making up a story.
- 14. A) They could break people's legs.
 - B) They could sometimes terrify adults.
 - C) They could fly against a strong wind.
 - D) They could knock people unconscious.
- 15. A) One would get a spot on their tongues if they told a lie deliberately.
 - B) One would have to shave their head to remove a bat in their hair.
 - C) One would go to prison if they put a stamp on upside down.
 - D) One would have curly hair if they ate too much stale bread.

Section C

Directions: *In this section, you will hear three passages of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

- 16. A) Everything seemed to be changing.
 - B) People were formal and disciplined.
 - C) People were excited to go travelling overseas.
 - D) Things from the Victorian era came back alive.
- 17. A) Watching TV at home.
 - B) Meeting people.
 - C) Drinking coffee.
 - D) Trying new foods.

18. A) He was interested in stylish dresses.
 B) He was able to make a lot of money.
 C) He was a young student in the 1960s.
 D) He was a man full of imagination.

Questions 19 to 21 are based on the passage you have just heard.

19. A) They avoid looking at them. B) They run away immediately.
 C) They show anger on their faces. D) They make threatening sounds.
 20. A) It turns to its owner for help. B) It turns away to avoid conflict.
 C) It looks away and gets angry, too. D) It focuses its eyes on their mouths.
 21. A) By observing their facial features carefully.
 B) By focusing on a particular body movement.
 C) By taking in their facial expressions as a whole.
 D) By interpreting different emotions in different ways.

Questions 22 to 25 are based on the passage you have just heard.

22. A) They have to look for food and shelter underground.
 B) They take little notice of the changes in temperature.
 C) They resort to different means to survive the bitter cold.
 D) They have difficulty adapting to the changed environment.
 23. A) They have their weight reduced to minimum.
 B) They consume the energy stored before the long sleep.
 C) They can maintain their heart beat at the normal rate.
 D) They can keep their body temperature warm and stable.
 24. A) By staying in hiding places and eating very little.
 B) By seeking food and shelter in people's houses.
 C) By growing thicker hair to stay warm.
 D) By storing enough food beforehand.
 25. A) To stay safe. B) To save energy.
 C) To keep company. D) To protect the young.

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each

choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

The method for making beer has changed over time. *Hops* (啤酒花), for example, which give many a modern beer its bitter flavor, are a 26 recent addition to the beverage. This was first mentioned in reference to brewing in the ninth century. Now, researchers have found a 27 ingredient in *residue* (残留物) from 5,000-year-old beer brewing equipment. While digging two pits at a site in the central plains of China, scientists discovered fragments from pots and vessels. The different shapes of the containers 28 they were used to brew, filter, and store beer. They may be ancient “beer-making tools,” and the earliest 29 evidence of beer brewing in China, the researchers reported in the *Proceedings of the National Academy of Sciences*. To 30 that theory, the team examined the yellowish, dried 31 inside the vessels. The majority of the grains, about 80%, were from cereal crops like *barley* (大麦), and about 10% were bits of roots, 32 lily, which would have made the beer sweeter, the scientists say. Barley was an unexpected find: the crop was domesticated in Western Eurasia and didn’t become a 33 food in central China until about 2,000 years ago, according to the researchers. Based on that timing, they indicate barley may have 34 in the region not as food, but as 35 material for beer brewing.

注意：此部分试题请在答题卡2上作答。

- | | |
|----------------|---------------|
| A) arrived | I) relatively |
| B) consuming | J) remains |
| C) direct | K) resources |
| D) exclusively | L) staple |
| E) including | M) suggest |
| F) inform | N) surprising |
| G) raw | O) test |
| H) reached | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

The Blessing and Curse of the People Who Never Forget

A handful of people can recall almost every day of their lives in enormous detail—and after years of research, neuroscientists (神经科学专家) are finally beginning to understand how they do it.

- [A] For most of us, memory is a mess of blurred and faded pictures of our lives. As much as we would like to cling on to our past, even the saddest moments can be washed away with time.
- [B] Ask Nima Veiseh what he was doing for any day in the past 15 years, however, and he will give you the details of the weather, what he was wearing, or even what side of the train he was sitting on his journey to work. “My memory is like a library of video tapes, walk-throughs of every day of my life from waking to sleeping,” he explains.
- [C] Veiseh can even put a date on when those tapes started recording: 15 December 2000, when he met his first girlfriend at his best friend’s 16th birthday party. He had always had a good memory, but the thrill of young love seems to have shifted a gear in his mind: from now on, he would start recording his whole life in detail. “I could tell you everything about every day after that.”
- [D] Needless to say, people like Veiseh are of great interest to neuroscientists hoping to understand the way the brain records our lives. A couple of recent papers have finally opened a window on these people’s extraordinary minds. And such research might even suggest ways for us all to relive our past with greater clarity.
- [E] “Highly superior autobiographical memory” (or HSAM for short), first came to light in the early 2000s, with a young woman named Jill Price. Emailing the neuroscientist and memory researcher Jim McGaugh one day, she claimed that she could recall every day of her life since the age of 12. Could he help explain her experiences?
- [F] McGaugh invited her to his lab, and began to test her: he would give her a date and ask her to tell him about the world events on that day. True to her word, she was correct almost every time.
- [G] It didn’t take long for magazines and documentary film-makers to come to understand her “total recall”, and thank to the subsequent media interest, a few dozen other subjects (including Veiseh) have since come forward and contacted the team at the University of California, Irvine.
- [H] Interestingly, their memories are highly self-centred: although they can remember “autobiographical” life events in extraordinary detail, they seem to be no better than average at recalling impersonal information, such as *random* (任意选取的) lists of words. Nor are they necessarily better at remembering a round of drinks, say. And although their memories are vast, they are still likely to suffer from “false memories”. Clearly, there is no such thing as a “perfect” memory—their extraordinary minds are still using the same flawed tools that the rest of us rely on. The question is, how?

- [I] Lawrence Patihis at the University of Southern Mississippi recently studied around 20 people with HSAM and found that they scored particularly high on two measures: fantasy *proneness* (倾向) and absorption. Fantasy proneness could be considered a tendency to imagine and daydream, whereas absorption is the tendency to allow your mind to become fully absorbed in an activity—to pay complete attention to the *sensations* (感受) and the experiences. “I’m extremely sensitive to sounds, smells and visual detail,” explains Nicole Donohue, who has taken part in many of these studies. “I definitely feel things more strongly than the average person.”
- [J] The absorption helps them to establish strong foundations for recollection, says Patihis, and the fantasy proneness means that they revisit those memories again and again in the coming weeks and months. Each time this initial memory trace is “replayed”, it becomes even stronger. In some ways, you probably go through that process after a big event like your wedding day—but the difference is that thanks to their other psychological tendencies, the HSAM subjects are doing it day in, day out, for the whole of their lives.
- [K] Not everyone with a tendency to fantasise will develop HSAM, though, so Patihis suggests that something must have caused them to think so much about their past. “Maybe some experience in their childhood meant that they became *obsessed* (着迷) with calendars and what happened to them,” says Patihis.
- [L] The people with HSAM I’ve interviewed would certainly agree that it can be a mixed blessing. On the plus side, it allows you to relive the most transformative and enriching experiences. Veisheh, for instance, travelled a lot in his youth. In his spare time, he visited the local art galleries, and the paintings are now lodged deep in his autobiographical memories.
- [M] “Imagine being able to remember every painting, on every wall, in every gallery space, between nearly 40 countries,” he says. “That’s a big education in art by itself.” With this comprehensive knowledge of the history of art, he has since become a professional painter.
- [N] Donohue, now a history teacher, agrees that it helped during certain parts of her education. “I can definitely remember what I learned on certain days at school. I could imagine what the teacher was saying or what it looked like in the book.”
- [O] Not everyone with HSAM has experienced these benefits, however. Viewing the past in high definition can make it very difficult to get over pain and regret. “It can be very hard to forget embarrassing moments,” says Donohue. “You feel the same emotions—it is just as raw, just as fresh... You can’t turn off that stream of memories, no matter how hard you try.” Veisheh agrees. “It is like having these open wounds—they are just a part of you,” he says.
- [P] This means they often have to make a special effort to lay the past to rest. Bill, for instance, often gets painful “flashbacks”, in which unwanted memories intrude into his consciousness, but overall he has chosen to see it as the best way of avoiding repeating the same mistakes. “Some people are absorbed in the past but not open to new memories, but that’s not the case

for me. I look forward to each day and experiencing something new.”

注意：此部分试题请在答题卡2上作答。

36. People with HSAM have the same memory as ordinary people when it comes to impersonal information.
37. Fantasy proneness will not necessarily cause people to develop HSAM.
38. Veishe began to remember the details of his everyday experiences after he met his first young love.
39. Many more people with HSAM started to contact researchers due to the mass media.
40. People with HSAM often have to make efforts to avoid focusing on the past.
41. Most people do not have clear memories of past events.
42. HSAM can be both a curse and a blessing.
43. A young woman sought explanation from a brain scientist when she noticed her unusual memory.
44. Some people with HSAM find it very hard to get rid of unpleasant memories.
45. A recent study of people with HSAM reveals that they are liable to fantasy and full absorption in an activity.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

The phrase almost completes itself: midlife crisis. It's the stage in the middle of the journey when people feel youth vanishing, their prospects narrowing and death approaching.

There's only one problem with the *cliche* (套话). It isn't true.

“In fact, there is almost no hard evidence for midlife crisis other than a few small pilot studies conducted decades ago,” Barbara Hagerty writes in her new book, *Life Reimagined*. The vast bulk of the research shows that there may be a pause, or a shifting of gears in the 40s or 50s, but this shift “can be exciting, rather than terrifying”.

Barbara Hagerty looks at some of the features of people who turn midlife into a rebirth. They break routines, because “autopilot is death”. They choose purpose over happiness—having a clear sense of purpose even reduces the risk of Alzheimer's disease. They give priority to

relationships, as careers often *recede* (逐渐淡化).

Life Reimagined paints a picture of middle age that is far from gloomy. Midlife seems like the second big phase of decision-making. Your identity has been formed; you've built up your resources; and now you have the chance to take the big risks precisely because your foundation is already secure.

Karl Barth described midlife precisely this way. At middle age, he wrote, "the sowing is behind; now is the time to reap. The run has been taken; now is the time to leap. Preparation has been made; now is the time for the venture of the work itself."

The middle-aged person, Barth continued, can see death in the distance, but moves with a "measured haste" to get big new things done while there is still time.

What Barth wrote decades ago is even truer today. People are healthy and energetic longer. We have presidential candidates running for their first term in office at age 68, 69 and 74. A longer lifespan is changing the narrative structure of life itself. What could have been considered the beginning of a descent is now a potential turning point—the turning point you are most equipped to take full advantage of.

注意：此部分试题请在答题卡2上作答。

46. What does the author think of the phrase "midlife crisis"?

- A) It has led to a lot of debate.
- B) It is widely acknowledged.
- C) It is no longer fashionable.
- D) It misrepresents real life.

47. How does Barbara Hagerty view midlife?

- A) It may be the beginning of a crisis.
- B) It can be a new phase of one's life.
- C) It can be terrifying for the unprepared.
- D) It may see old-age diseases approaching.

48. How is midlife pictured in the book *Life Reimagined*?

- A) It can be quite rosy.
- B) It can be burdensome.
- C) It undergoes radical transformation.
- D) It makes for the best part of one's life.

49. According to Karl Barth, midlife is the time _____.

- A) to relax
- B) to mature
- C) to harvest
- D) to reflect

50. What does the author say about midlife today?

- A) It is more meaningful than other stages of life.
- B) It is likely to change the narrative of one's life,
- C) It is more important to those with a longer lifespan.
- D) It is likely to be a critical turning point in one's life.

Passage Two

Questions 51 to 55 are based on the following passage.

In spring, chickens start laying again, bringing a welcome source of protein at winter's end. So it's no surprise that cultures around the world celebrate spring by honoring the egg.

Some traditions are simple, like the red eggs that get baked into Greek Easter breads. Others elevate the egg into a fancy art, like the heavily jewel-covered "eggs" that were favored by the Russians starting in the 19th century.

One ancient form of egg art comes to us from Ukraine. For centuries, Ukrainians have been drawing complicated patterns on eggs. Contemporary artists have followed this tradition to create eggs that speak to the anxieties of our age: Life is precious, and delicate. Eggs are, too.

"There's something about their delicate nature that appeals to me," says *New Yorker* cartoonist Roz Chast. Several years ago, she became interested in eggs and learned the traditional Ukrainian technique to draw her very modern characters. "I've broken eggs at every stage of the process—from the very beginning to the very, very end."

But there's an appeal in that vulnerability. "There's part of this sickening horror of knowing you're walking on the edge with this, that I kind of like, knowing that it could all fall apart at any second." Chast's designs, such as a worried man alone in a tiny rowboat, reflect that delicateness.

Traditional Ukrainian decorated eggs also spoke to those fears. The elaborate patterns were believed to offer protection against evil.

"There's an ancient legend that as long as these eggs are made, evil will not prevail in the world," says Joan Brander, a Canadian egg-painter who has been painting eggs for over 60 years, having learned the art from her Ukrainian relatives.

The tradition, dating back to 300 B.C., was later incorporated into the Christian church. The old symbols, however, still endure. A decorated egg with a bird on it, given to a young married couple, is a wish for children. A decorated egg thrown into the field would be a wish for a good harvest.

注意：此部分试题请在答题卡2上作答。

51. Why do people in many cultures prize the egg?

- A) It is a welcome sign of the coming of spring.
- B) It is their major source of protein in winter.
- C) It can easily be made into a work of art.
- D) It can bring wealth and honor to them.

52. What do we learn about the decorated "eggs" in Russia?

- A) They are shaped like jewel cases.
- B) They are cherished by the rich.
- C) They are heavily painted in red.
- D) They are favored as a form of art.

53. Why have contemporary artists continued the egg art tradition?
- A) Eggs serve as an enduring symbol of new life.
 - B) Eggs have an oval shape appealing to artists.
 - C) Eggs reflect the anxieties of people today.
 - D) Eggs provide a unique surface to paint on.
54. Why does Chast enjoy the process of decorating eggs?
- A) She never knows if the egg will break before the design is completed.
 - B) She can add multiple details to the design to communicate her idea.
 - C) She always derives great pleasure from designing something new.
 - D) She is never sure what the final design will look like until the end.
55. What do we learn from the passage about egg-painting?
- A) It originated in the eastern part of Europe.
 - B) It has a history of over two thousand years.
 - C) It is the most time-honored form of fancy art.
 - D) It is especially favored as a church decoration.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

珠江是华南一大河系, 流经广州市, 是中国第三长的河流, 仅次于长江和黄河。珠江三角洲 (delta) 是中国最发达的地区之一, 面积约 11 000 平方公里。它在面积和人口方面也是世界上最大的城市聚集区。珠江三角洲 9 个最大城市共有 5 700 多万人口。20 世纪 70 年代末中国改革开放以来, 珠江三角洲已成为中国和世界主要经济区域和制造中心之一。注意: 此部分试题请在答题卡 2 上作答。

2017 年 6 月大学英语四级考试真题（二）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an advertisement on your campus website to sell a bicycle you used at college. Your advertisement may include its brand, features, condition and price, and your contact information. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and questions will be spoken only once. After you hear questions, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

注意：此部分试题请在答题卡 1 上作答。

Questions 1 to 2 are based on the conversation you have just heard.

1. A) The majority of drivers prefer to drive and park themselves.
B) Human drivers become easily distracted or tired while driving.
C) Most drivers feel uncertain about the safety of self-driving cars.
D) Most drivers have test driven cars with automatic braking features.
2. A) Their drivers would feel safe after getting used to the automatic devices.
B) They would be unpopular with drivers who only trust their own skills.
C) Their increased comfort levels have boosted their sales.

D) They are not actually as safe as automakers advertise.

Questions 3 to 4 are based on the conversation you have just heard.

3. A) Thefts of snowmobile dogs in Alaska.
B) A series of injuries to snowmobile drivers.
C) Attacks on some Iditarod Race competitors.
D) A serious accident in the Alaska sports event.
4. A) He stayed behind to look after his injured dogs.
B) He has won the Alaska Iditarod Race four times.
C) He received a minor injury in the Iditarod Race.
D) He has quit the competition in Alaska for good.

Questions 5 to 7 are based on the conversation you have just heard.

5. A) It sank into the sea due to overloading. B) It ran into Nicaragua's Big Corn Island.
C) It disappeared between two large islands. D) It turned over because of strong winds.
6. A) 13. B) 25. C) 30. D) 32.
7. A) He has helped with the rescue effort. B) He is being investigated by the police.
C) He was drowned with the passengers. D) He is among those people missing.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) At a shopping centre. B) At a community college.
C) At an accountancy firm. D) At an IT company.
9. A) Helping out with data input. B) Arranging interviews.
C) Sorting application forms. D) Making phone calls.
10. A) He enjoys using computers. B) He needs the money badly.
C) He wants to work in the city centre. D) He has relevant working experience.
11. A) Purchase some business suits. B) Learn some computer language.
C) Improve his programming skills. D) Review some accountancy terms.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) They are keen on high technology.
B) They are poor at technology skills.

- C) They often listen to National Public Radio.
D) They feel superior in science and technology.
13. A) Japanese. B) Germans. C) Poles. D) Americans.
14. A) Emailing. B) Texting. C) Science. D) Literacy.
15. A) It is undergoing a drastic reform. B) It lays emphasis on creative thinking.
C) It has much room for improvement. D) It prioritizes training of practical skills.

Section C

Directions: *In this section, you will hear three passages of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

16. A) They have small roots. B) They grow white flowers.
C) They taste like apples. D) They come from Central Africa.
17. A) They turned from white to purple in color.
B) They became popular on the world market.
C) They became an important food for humans.
D) They began to look like modern-day carrots.
18. A) They were found quite nutritious. B) There were serious food shortages.
C) People discovered their medicinal value. D) Farm machines helped lower their prices.

Questions 19 to 21 are based on the passage you have just heard.

19. A) She could update her family any time she liked.
B) She could call up her family whenever she liked.
C) She could locate her friends wherever they were.
D) She could download as many pictures as she liked.
20. A) She liked to inform her friends about her success.
B) She enjoyed reading her friends' status updates.
C) She felt quite popular among them.
D) She felt she was a teenager again.
21. A) She could barely respond to all her 500 Facebook friends.
B) She spent more time updating her friends than her family.
C) She could barely balance Facebook updates and her work.
D) She didn't seem to be doing as well as her Facebook friends.

Questions 22 to 25 are based on the passage you have just heard.

22. A) They have strong muscles. B) They live a longer life than horses.
C) They eat much less in winter. D) They can work longer than donkeys.
23. A) It was a pet of a Spanish king. B) It was bought by George Washington.
C) It was brought over from Spain. D) It was donated by a U.S. Ambassador.
24. A) They met and exchanged ideas on animal breeding.
B) They participated in a mule-driving competition.
C) They showed and traded animals in the market.
D) They fed mules with the best food they could find.
25. A) The wider use of horses. B) The arrival of tractors.
C) A shrinking animal trade. D) A growing donkey population.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

America's Internet is faster than ever before, but people still complain about their Internet being too slow.

New York's Attorney General's office 26 an investigation in the fall into whether or not Verizon, Cablevision and Time Warner are delivering broadband that's as fast as the providers 27 it is. Earlier this month, the office asked for the public's help to measure their speed results, saying consumers 28 to get the speeds they were promised. "Too many of us may be paying for one thing, and getting another," the Attorney General said.

If the investigation uncovers anything, it wouldn't be the first time a telecom provider got into 29 over the broadband speeds it promised and delivered customers. Back in June, the Federal Communications Commission fined AT&T \$100 million over 30 that the carrier secretly reduced wireless speeds after customers consumed a certain amount of 31.

Even when they stay on the right side of the law, Internet providers arouse customers' anger over bandwidth speed and cost. Just this week, an investigation found that media and telecom

giant Comcast is the most 32 provider. Over 10 months, Comcast received nearly 12,000 customer complaints, many 33 to its monthly data cap and *overage* (超过额度的) charges.

Some Americans are getting so 34 with Internet providers they're just giving up. A recent study found that the number of Americans with high-speed Internet at home today 35 fell during the last two years, and 15% of people now consider themselves to be "cord-cutters."
注意: 此部分试题请在答题卡2上作答。

- | | |
|------------------|-------------|
| A) accusations | I) hated |
| B) actually | J) launched |
| C) claim | K) relating |
| D) communicating | L) times |
| E) complain | M) trouble |
| F) data | N) usually |
| G) deserved | O) worried |
| H) frustrated | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

From Accountant to Yogi: Making a Radical Career Change

- [A] At some point, almost all of us will experience a period of radical professional change. Some of us will seek it out; for others it will feel like an unwelcome intrusion into otherwise stable careers. Either way, we have choices about how we respond to it when it comes.
- [B] We recently caught up with yoga entrepreneur Leah Zaccaria, who put herself through the fire of change to completely reinvent herself. In her search to live a life of purpose, Leah left her high-paying accounting job, her husband, and her home. In the process, she built a radically new life and career. Since then, she has founded two yoga studios, met a new life partner, and formed a new community of people. Even if your personal reinvention is less drastic, we think there are lessons from her experience that apply.
- [C] Where do the seeds of change come from? The Native American Indians have a saying: "Pay attention to the whispers so you won't have to hear the screams." Often the best ideas for big changes come from unexpected places—it's just a matter of tuning in. Great leaders recognize the weak signals or slight signs that point to big changes to come. Leah reflects on a time she listened to the whispers: "About the time my daughter was five years old, I started

having a sense that ‘this isn’t right.’ She then realized that her life no longer matched her vision for it.

- [D] Up until that point, Leah had followed traditional measures of success. After graduating with a degree in business and accounting, she joined a public accounting firm, married, bought a house, put lots of stuff in it, and had a baby. “I did what everybody else thought looked successful,” she says. Leah easily could have fallen into a trap of feeling content; instead, her energy sparked a period of experimentation and renewal.
- [E] Feeling the need to change, Leah started playing with future possibilities by exploring her interests and developing new capabilities. First trying physical exercise and dieting, she lost some weight and discovered an inner strength. “I felt powerful because I broke through my own limitations,” she recalls.
- [F] However, it was another interest that led Leah to radically reinvent herself. “I remember sitting on a bench with my aunt at a yoga studio,” she said, “and having a moment of clarity right then and there: Yoga is saving my life. Yoga is waking me up. I’m not happy and I want to change and I’m done with this.” In that moment of clarity Leah made an important leap, conquering her inner resistance to change and making a firm commitment to take bigger steps.
- [G] Creating the future you want is a lot easier if you are ready to exploit the opportunities that come your way. When Leah made the commitment to change, she primed herself to new opportunities she may otherwise have overlooked. She recalls:
- [H] One day a man I worked with, Ryan, who had his office next to mine, said, “Leah, let’s go look at this space on Queen Anne.” He knew my love for yoga and had seen a space close to where he lived that he thought might be good to serve as a yoga studio. As soon as I saw the location, I knew this was it. Of course I was scared, yet I had this strong sense of “I have to do this.” Only a few months later Leah opened her first yoga studio, but success was not instant.
- [I] Creating the future takes time. That’s why leaders continue to manage the present while building toward the big changes of the future. When it’s time to make the leap, they take action and immediately drop what’s no longer serving their purpose. Initially Leah stayed with her accounting job while starting up the yoga studio to make it all work.
- [J] Soon after, she knew she had to make a bold move to fully commit to her new future. Within two years, Leah shed the safety of her accounting job and made the switch complete. Such drastic change is not easy.
- [K] Steering through change and facing obstacles brings us face to face with our fears. Leah reflects on one incident that triggered her fears, when her investors threatened to shut her down: “I was probably up against the most fear I’ve ever had,” she says. “I had spent two years cultivating this community, and it had become successful very fast, but within six

months I was facing the prospect of losing it all.”

- [L] She connected with her sense of purpose and dug deep, cultivating a tremendous sense of strength. “I was feeling so intentional and strong that I wasn’t going to let fear just take over. I was thinking, ‘OK, guys, if you want to try to shut me down, shut me down.’ And I knew it was a negotiation scheme, so I was able to say to myself, ‘This is not real.’” By naming her fears and facing them head-on, Leah gained confidence. For most of us, letting go of the safety and security of the past gives us great fear. Calling out our fears explicitly, as Leah did, can help us act decisively.
- [M] The cycle of renewal never ends. Leah’s growth spurred her to open her second studio—and it wasn’t for the money.
- [N] I have no desire to make millions of dollars. It’s not about that; it’s about growth for me. Honestly, I didn’t need to open a second studio. I was making as much money as I was as an accountant. But I know if you don’t grow, you stand still, and that doesn’t work for me.
- [O] Consider the current moment in your own life, your team or your organization. Where are you in the cycle of renewal: Are you actively preserving the present, or selectively forgetting the past, or boldly creating the future? What advice would Leah give you to move you ahead on your journey? Once we’re on the path of growth, we can continually move through the seasons of transformation and renewal.

注意：此部分试题请在答题卡2上作答。

36. Readiness to take advantage of new opportunities will make it easier to create one’s desired future.
37. By conventional standards, Leah was a typical successful woman before she changed her career.
38. Leah gained confidence by laying out her fears and confronting them directly.
39. In search of a meaningful life, Leah gave up what she had and set up her own yoga studios.
40. Leah’s interest in yoga prompted her to make a firm decision to reshape her life.
41. Small signs may indicate great changes to come and therefore merit attention.
42. Leah’s first yoga studio was by no means an immediate success.
43. Some people regard professional change as an unpleasant experience that disturbs their stable careers.
44. The worst fear Leah ever had was the prospect of losing her yoga business.
45. As she explored new interests and developed new potentials, Leah felt powerful internally.

Section C

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and

D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage One

Questions 46 to 50 are based on the following passage.

Urbanization—migration away from the suburbs to the city center—will be the biggest real estate trend in 2015, according to a new report.

The report says America's urbanization will continue to be the most significant issue affecting the industry, as cities across the country imitate the walkability and transit-oriented development making cities like New York and San Francisco so successful.

As smaller cities copy the model of these “24-hour cities,” more affordable versions of these places will be created. The report refers to this as the coming of the “18-hour city,” and uses the term to refer to cities like Houston, Austin, Charlotte, and Nashville, which are “positioning themselves as highly competitive, in terms of livability, employment offerings, and recreational and cultural facilities.”

Another trend that looks significant in 2015 is that America's largest population group, *Millennials* (千禧一代), will continue to put off buying a house. Apartments will retain their appeal for a while for Millennials, haunted by what happened to home-owning parents.

This trend will continue into the 2020s, the report projects. After that, survey respondents disagree over whether this generation will follow in their parents' footsteps, moving to the suburbs to raise families, or will choose to remain in the city center.

Another issue affecting real estate in the coming year will be America's failing infrastructure. Most roads, bridges, transit, water systems, the electric grid, and communications networks were installed 50 to 100 years ago, and they are largely taken for granted until they fail.

The report's writers state that America's failure to invest in infrastructure impacts not only the health of the real-estate market, but also our ability to remain globally competitive.

Apart from the specific trends highlighted above, which cause some investors to worry, the report portrays an overall optimism borne by the recent healthy real-estate “upcycle” and improving economy. Seventy-four percent of the respondents surveyed report a “good to excellent” expectation of real-estate profitability in 2015. While excessive optimism can promote bad investment patterns, resulting in a real-estate “bubble,” the report's writers downplay that potential outcome in that it has not yet occurred.

注意：此部分试题请在答题卡2上作答。

46. According to the new report, real estate development in 2015 will witness _____.

- | | |
|--------------------------------|------------------------------|
| A) an accelerating speed | B) a shift to city centers |
| C) a new focus on small cities | D) an ever-increasing demand |

47. What characterizes “24-hour cities” like New York?

- A) People can live without private cars.
 - B) People are generally more competitive.
 - C) People can enjoy services around the clock.
 - D) People are in harmony with the environment.
48. Why are Millennials reluctant to buy a house?
- A) They can only afford small apartments.
 - B) The house prices are currently too high.
 - C) Their parents' bad experience still haunts them.
 - D) They feel attached to the suburban environment.
49. What might hinder real estate development in the U.S.?
- A) The continuing economic recession in the country.
 - B) The lack of confidence on the part of investors.
 - C) The fierce global competition.
 - D) The worsening infrastructure.
50. How do most of the respondents in the survey feel about the U.S. real-estate market in 2015?
- A) Pessimistic.
 - B) Hopeful.
 - C) Cautious.
 - D) Uncertain.

Passage Two

Questions 51 to 55 are based on the following passage.

The brain is a seemingly endless library, whose shelves house our most precious memories as well as our lifetime's knowledge. But is there a point where it reaches capacity?

The answer is no, because brains are more sophisticated than that. Instead of just crowding in, old information is sometimes pushed out of the brain for new memories to form.

Previous behavioural studies have shown that learning new information can lead to forgetting. But in a new study, researchers demonstrated for the first time how this effect occurs in the brain.

In daily life, forgetting actually has clear advantages. Imagine, for instance, that you lost your bank card. The new card you receive will come with a new personal identification number (PIN). Each time you remember the new PIN, you gradually forget the old one. This process improves access to relevant information, without old memories interfering.

And most of us may sometimes feel the frustration of having old memories interfere with new, relevant memories. Consider trying to remember where you parked your car in the same car park you were at a week earlier. This type of memory (where you are trying to remember new, but similar information) is particularly vulnerable to interference.

When we acquire new information, the brain automatically tries to *incorporate* (合并) it within existing information by forming associations. And when we *retrieve* (检索) information, both the desired and associated but irrelevant information is recalled.

The majority of previous research has focused on how we learn and remember new information. But current studies are beginning to place greater emphasis on the conditions under which we forget, as its importance begins to be more appreciated.

A very small number of people are able to remember almost every detail of their life. While it may sound like an advantage to many, people with this rare condition often find their unusual ability burdensome.

In a sense, forgetting is our brain's way of sorting memories, so the most relevant memories are ready for retrieval. Normal forgetting may even be a safety mechanism to ensure our brain doesn't become too full.

注意：此部分试题请在答题卡2上作答。

51. What have past behavioural studies found about our brain?
- A) Its capacity actually knows no limits.
 - B) It grows sophisticated with practice.
 - C) It keeps our most precious memories until life's end.
 - D) New information learned pushes old information out.
52. What is the benefit of forgetting?
- A) It frees us from painful memories.
 - B) It helps slow down our aging process.
 - C) It facilitates our access to relevant information.
 - D) It prevents old information from forming associations.
53. What is the emphasis of current studies of memory?
- A) When people tend to forget.
 - B) What contributes to forgetting.
 - C) How new technology hinders memory capacity.
 - D) Why learning and forgetting are complementary.
54. What do people find about their rare ability to remember every detail of their life?
- A) It adds to the burden of their memory.
 - B) It makes their life more complicated.
 - C) It contributes to their success in life.
 - D) It constitutes a rare object of envy.
55. What does the passage say about forgetting?
- A) It can enlarge our brain capacity.
 - B) It helps get rid of negative memories.
 - C) It is a way of organizing our memories.
 - D) It should not cause any alarm in any way.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on *Answer Sheet 2*.

长江是亚洲最长、世界上第三长的河流。长江流经多种不同的生态系统，是诸多濒危物种的栖息地，灌溉了中国五分之一的土地。长江流域（**river basin**）居住着中国三分之一的人口。长江在中国历史、文化和经济上起着很大的作用。长江三角洲（**delta**）产出多达20%的中国国民生产总值。几千年来，长江一直被用于供水、运输和工业生产。长江上还坐落着世界上最大的水电站。

2017 年 6 月大学英语四级考试真题（三）

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write an advertisement on your campus website to sell some of the course books you used at college. Your advertisement may include a brief description of their content, their condition, their price and your contact information. You should write at least 120 words but no more than 180 words.*

Part II Listening Comprehension (25 minutes)

说明：2017 年 6 月大学英语四级考试全国共考了两套听力。本套的听力内容与第二套相同，因此本套听力部分不再重复给出。

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

As if you needed another reason to hate the gym, it now turns out that exercise can exhaust

not only your muscles, but also your eyes. Fear not, however, for coffee can stimulate them again. During 26 exercise, our muscles tire as they run out of fuel and build up waste products. Muscle performance can also be affected by a 27 called “central fatigue,” in which an imbalance in the body’s chemical messengers prevents the central nervous system from directing muscle movements 28. It was not known, however, whether central fatigue might also affect motor systems not directly 29 in the exercise itself, such as those that move the eyes. To find out, researchers gave 11 volunteer cyclists a *carbohydrate* (碳水化合物的) 30 either with a moderate dose of *caffeine* (咖啡因), which is known to stimulate the central nervous system, or as a *placebo* (安慰剂) without, during 3 hours of 31. After exercising, the scientists tested the cyclists with eye-tracking cameras to see how well their brains could still 32 their visual system. The team found that exercise reduced the speed of rapid eye movements by about 8%, 33 their ability to capture new visual information. The caffeine, the equivalent of two strong cups of coffee, was 34 to reverse this effect, with some cyclists even displaying 35 eye movement speeds. So it might be a good idea to get someone else to drive you home after that marathon.

注意：此部分试题请在答题卡2上作答。

- | | |
|----------------|---------------|
| A) cautiously | I) phenomenon |
| B) commit | J) preventing |
| C) control | K) sensitive |
| D) cycling | L) slowing |
| E) effectively | M) solution |
| F) increased | N) sufficient |
| G) involved | O) vigorous |
| H) limited | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

Team spirit

[A] Teams have become the basic building blocks of organizations. Recruitment advertisements routinely call for “team players”. Business schools grade their students in part on their performance in group projects. Office managers knock down walls to encourage team building. Teams are as old as civilization, of course: even Jesus had 12 co-workers. But a

new report by Deloitte, “Global Human Capital Trends”, based on a survey of more than 7,000 executives in over 130 countries, suggests that the fashion for teamwork has reached a new high.

Almost half of those surveyed said their companies were either in the middle of restructuring or about to *embark on* (开始) it; and for the most part, restructuring meant putting more emphasis on teams.

- [B] Companies are abandoning conventional functional departments and organising employees into cross-disciplinary teams that focus on particular products, problems or customers. These teams are gaining more power to run their own affairs. They are also spending more time working with each other rather than reporting upwards. Deloitte argues that a new organisational form is on the rise: a network of teams is replacing the conventional *hierarchy* (等级体制).
- [C] The fashion for teams is driven by a sense that the old way of organising people is too rigid for both the modern marketplace and the expectations of employees. Technological innovation places greater value on *agility* (灵活性). John Chambers, chairman of Cisco Systems Inc., a worldwide leader in electronics products, says that “we compete against market *transitions* (过渡), not competitors. Product transitions used to take five or seven years; now they take one or two.” Digital technology also makes it easier for people to co-ordinate their activities without resorting to hierarchy. The “*millennials*” (千禧一代) who will soon make up half the workforce in rich countries were raised from nursery school onwards to work in groups.
- [D] The fashion for teams is also spreading from the usual corporate suspects (such as GE and IBM) to some more unusual ones. The Cleveland Clinic, a hospital operator, has reorganised its medical staff into teams to focus on particular treatment areas; consultants, nurses and others collaborate closely instead of being separated by *speciality* (专业) and rank. The US Army has gone the same way. In his book, *Team of Teams*, General Stanley McChrystal describes how the army’s hierarchical structure hindered its operations during the early stages of the Iraq war. His solution was to learn something from the rebels it was fighting: decentralising authority to self-organising teams.
- [E] A good rule of thumb is that as soon as generals and hospital administrators *jump on a management bandwagon* (追随一种管理潮流), it is time to ask questions. Leigh Thompson of Kellogg School of Management in Illinois warns that, “Teams are not always the answer—teams may provide insight, creativity and knowledge in a way that a person working independently cannot; but teamwork may also lead to confusion, delay and poor decision-making.” The late Richard Hackman of Harvard University once argued, “I have no question that when you have a team, the possibility exists that it will generate magic, producing something extraordinary... But don’t count on it.”

- [F] Hackman (who died in 2013) noted that teams are hindered by problems of co-ordination and motivation that chip away at the benefits of collaboration. *High-flyers* (能干的人) who are forced to work in teams may be undervalued and free-riders empowered. Group-think may be unavoidable. In a study of 120 teams of senior executives, he discovered that less than 10% of their supposed members agreed on who exactly was on the team. If it is hard enough to define a team's membership, agreeing on its purpose is harder still.
- [G] Profound changes in the workforce are making teams trickier to manage. Teams work best if their members have a strong common culture. This is hard to achieve when, as is now the case in many big firms, a large proportion of staff are temporary contractors. Teamwork improves with time: America's National Transportation Safety Board found that 73% of the incidents in its civil-aviation database occurred on a crew's first day of flying together. However, as Amy Edmondson of Harvard points out, organisations increasingly use "team" as a verb rather than a noun: they form teams for specific purposes and then quickly disband them.
- [H] The least that can be concluded from this research is that companies need to think harder about managing teams. They need to rid their minds of *sentimentalism* (感情用事): the most successful teams have leaders who are able to set an overall direction and take immediate action. They need to keep teams small and focused: giving in to pressure to be more "inclusive" is a guarantee of dysfunction. Jeff Bezos, Amazon's boss, says that "If I see more than two pizzas for lunch, the team is too big." They need to immunise teams against group-think: Hackman argued that the best ones contain "*deviants*" (离经叛道者) who are willing to do something that maybe upsetting to others.
- [I] A new study of 12,000 workers in 17 countries by Steelcase, a furniture-maker which also does consulting, finds that the best way to ensure employees are "engaged" is to give them more control over where and how they do their work—which may mean liberating them from having to do everything in collaboration with others.
- [J] However, organisations need to learn something bigger than how to manage teams better: they need to be in the habit of asking themselves whether teams are the best tools for the job. Team-building skills are in short supply: Deloitte reports that only 12% of the executives they contacted feel they understand the way people work together in networks and only 21% feel confident in their ability to build cross-functional teams. Loosely managed teams can become hotbeds of distraction—employees routinely complain that they can't get their work done because they are forced to spend too much time in meetings or compelled to work in noisy offices. Even in the age of open-plan offices and social networks some work is best left to the individual.

注意：此部分试题请在答题卡2上作答。

36. Successful team leaders know exactly where the team should go and are able to take prompt

action.

37. Decentralisation of authority was also found to be more effective in military operations.
38. In many companies, the conventional form of organisation is giving way to a network of teams.
39. Members of poorly managed teams are easily distracted from their work.
40. Teamwork is most effective when team members share the same culture.
41. According to a report by Deloitte, teamwork is becoming increasingly popular among companies.
42. Some team members find it hard to agree on questions like membership and the team's purpose.
43. Some scholars think teamwork may not always be reliable, despite its potential to work wonders.
44. To ensure employees' commitment, it is advisable to give them more flexibility as to where and how they work.
45. Product transitions take much less time now than in the past.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Shoppers in the UK are spending less money on toilet paper to save money, research has shown.

Penny-pinching UK consumers choose cheaper products from discounters such as Aldi and Lidl rather than luxury alternatives.

This has wiped 6% off the value of the soft tissue paper market in the UK. It has shrunk from £1.19 billion in 2011 to £1.12 billion in 2015, according to a new report from market research company Mintel. Furthermore, the future of the market looks far from rosy, with sales expected to fall further to £1.11 billion in 2016.

In the last year alone, despite an increase in the UK population and a subsequent rise in the number of households, sales of toilet paper fell by 2%, with the average household reducing their toilet roll spending from £43 in 2014 to £41 in 2015.

Overall, almost three in five people say they try to limit their usage of paper—including

facial tissue and kitchen roll—to save money. “Strength, softness and thickness remain the leading indicators of toilet paper quality, with just a small proportion of consumers preferring more luxurious alternatives, such as those with flower patterns of perfume,” said Mintel analyst Jack Duckett. “These extra features are deemed unnecessary by the majority of shoppers, which probably reflects how these types of products are typically more expensive than regular toilet paper, even when on special offer.”

While consumers are spending less on toilet paper, they remain fussy—in theory at least—when it comes to paper quality. Top of Britons’ toilet paper wish list is softness (57%) followed by strength (45%) and thickness (36%).

One in 10 buyers rank toilet rolls made from recycled paper among their top considerations, highlighting how overall the environment is much less of a consideration for shoppers than product quality. In a challenge for manufacturers, 81% of paper product users said they would consider buying recycled toilet tissue if it were comparable in quality to standard paper.

注意：此部分试题请在答题卡2上作答。

46. The market sales of toilet paper have decreased because _____.
 A) Britons have cut their spending on it
 B) its prices have gone up over the years
 C) its quality has seen marked improvement
 D) Britons have developed the habit of saving
47. What does the author think of the future of the tissue paper market in the UK?
 A) It will expand in time.
 B) It will remain gloomy.
 C) It will experience ups and downs.
 D) It will recover as population grows.
48. What does Jack Duckett say about toilet paper?
 A) Special offers would promote its sales.
 B) Consumers are loyal to certain brands.
 C) Luxurious features add much to the price.
 D) Consumers have a variety to choose from.
49. What do we learn about Britons concerning toilet paper?
 A) They are particular about the quality of toilet paper.
 B) They emphasize the strength of toilet paper the most.
 C) They prefer cheap toilet paper to recycled toilet paper.
 D) They reject using toilet paper with unnecessary features.
50. What can we infer from the last paragraph?
 A) More and more Britons buy recycled toilet paper to protect the environment.
 B) Toilet paper manufacturers are facing a great challenge in promoting its sales.
 C) Toilet paper manufacturers compete with one another to improve product quality.
 D) Environmental protection is not much of a concern when Britons buy toilet paper.

Passage Two

Questions 51 to 55 are based on the following passage.

“One of the reasons I find this topic very interesting is because my mom was a smoker when I was younger,” says Lindson-Hawley, who studies tobacco and health at the University of Oxford.

By studying about 700 adult smokers, she found out that her mom quit the right way—by stopping abruptly and completely.

In her study, participants were *randomly* (随机地) assigned to two groups. One had to quit abruptly on a given day, going from about a pack a day to zero. The other cut down gradually over the course of two weeks. People in both groups used *nicotine* (尼古丁) patches before they quit, in addition to a second form of nicotine replacement, like gum or spray. They also had talk therapy with a nurse before and after quit day.

Six months out, more people who had quit abruptly had stuck with it—more than one-fifth of them, compared to about one-seventh in the other group. Although these numbers appear low, it is much higher than if people try without support.

And the quit rates were particularly convincing given that before the study started, most of the people had said they’d rather cut down gradually before quitting. “If you’re training for a marathon, you wouldn’t expect to turn up and just be able to run it. And I think people see that for smoking as well. They think, ‘Well, if I gradually reduce, it’s like practice,’” says Lindson-Hawley. But that wasn’t the case. Instead of giving people practice, the gradual reduction likely gave them *cravings* (瘾) and withdrawal symptoms before they even reached quit day, which could be why fewer people in that group actually made it to that point. “Regardless of your stated preference, if you’re ready to quit, quitting abruptly is more effective,” says Dr. Gabriela Ferreira. “When you can quote a specific number like a fifth of the patients were able to quit, that’s compelling. It gives them the encouragement, I think, to really go for it,” Ferreira says.

People rarely manage to quit the first time they try. But at least, she says, they can maximize the odds of success.

注意：此部分试题请在答题卡2上作答。

51. What does Lindson-Hawley say about her mother?

- A) She quit smoking with her daughter’s help.
- B) She succeeded in quitting smoking abruptly.
- C) She was also a researcher of tobacco and health.
- D) She studied the smoking patterns of adult smokers.

52. What kind of support did smokers receive to quit smoking in Lindson-Hawley’s study?

- A) They were given physical training.
- B) They were looked after by physicians.
- C) They were encouraged by psychologists.

- D) They were offered nicotine replacements.
53. How does Dr. Gabriela Ferreira view the result of Lindson-Hawley's experiment?
- A) It is idealized. B) It is unexpected.
C) It is encouraging. D) It is misleading.
54. The idea of "a marathon" (Line 2, Para. 5) illustrates the popular belief that quitting smoking _____.
- A) is something few can accomplish B) needs some practice first
C) requires a lot of patience D) is a challenge at the beginning
55. What happens when people try to quit smoking gradually?
- A) They find it even more difficult.
B) They are simply unable to make it.
C) They show fewer withdrawal symptoms.
D) They feel much less pain in the process.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

黄河是亚洲第三、世界第六长的河流。“黄”这个字描述的是其河水浑浊的颜色。黄河发源于青海，流经9个省份，最后注入渤海。黄河是中国赖以生存的几条河流之一。黄河流域（river basin）是中国古代文明的诞生地，也是中国早期历史上最繁荣的地区。然而，由于极具破坏力的洪水频发，黄河曾造成多次灾害。在过去的几十年里，政府采取了各种措施防止灾害发生。

注意：此部分试题请在答题卡2上作答。

2017 年 12 月大学英语四级考试真题（一）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on how to best handle the relationship between parents and children. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

- | | |
|--|--|
| 1. A) Her friend Erika. | B) Her little brother. |
| C) Her grandfather. | D) Her grandmother. |
| 2. A) By taking pictures for passers-by. | B) By working part time at a hospital. |
| C) By selling lemonade and pictures. | D) By asking for help on social media. |

Questions 3 and 4 are based on the news report you have just heard.

- 3. A) Finding cheaper ways of highway construction.
- B) Generating electric power for passing vehicles.
- C) Providing clean energy to five million people.
- D) Testing the efficiency of the new solar panel.

4. A) They can stand the wear and tear of natural elements.
 B) They can be laid right on top of existing highways.
 C) They are only about half an inch thick.
 D) They are made from cheap materials.

Questions 5 to 7 are based on the news report you have just heard.

5. A) Endless fighting in the region. B) The hazards from the desert.
 C) Inadequate funding for research. D) The lack of clues about the species.
6. A) To observe the wildlife in the two national parks.
 B) To identify the reasons for the lions' disappearance.
 C) To study the habitat of lions in Sudan and Ethiopia.
 D) To find evidence of the existence of the "lost lions".
7. A) Lions walking. B) Lion's tracks.
 C) Some camping facilities. D) Traps set by local hunters.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer sheet 1 with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) Her "lucky birthday". B) A call from her dad.
 C) Her wedding anniversary. D) A special gift from the man.
9. A) Gave her a big model plane. B) Bought her a gold necklace.
 C) Took her on a trip overseas. D) Threw her a surprise party.
10. A) The gift her husband has bought.
 B) The trip her husband has planned.
 C) What has been troubling her husband.
 D) What her husband and the man are up to.
11. A) He will be glad to be a guide for the couple's holiday trip.
 B) He will tell the woman the secret if her husband agrees.
 C) He is eager to learn how the couple's holiday turns out.
 D) He wants to find out about the couple's holiday plan.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) They are sensitive to the dynamics of a negotiation.

- B) They see the importance of making compromises.
C) They know when to adopt a tough attitude.
D) They take the rival's attitude into account.
13. A) They know how to adapt.
B) They know when to stop.
C) They know when to make compromises.
D) They know how to control their emotion.
14. A) They are patient. B) They are good at expression.
C) They learn quickly. D) They uphold their principles.
15. A) Make clear one's intentions. B) Clarify items of negotiation.
C) Formulate one's strategy. D) Get to know the other side.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C), D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

16. A) When America's earliest space program started.
B) When the International Space Station was built.
C) How many space shuttle missions there will be.
D) How space research benefits people on Earth.
17. A) They accurately calculated the speed of the orbiting shuttles.
B) They developed objects for astronauts to use in outer space.
C) They tried to meet astronauts' specific requirements.
D) They tried to make best use of the latest technology.
18. A) They are extremely accurate. B) They are expensive to make.
C) They were first made in space. D) They were invented in the 1970s.

Questions 19 to 21 are based on the passage you have just heard.

19. A) It was when her ancestors came to America.
B) People had plenty of land to cultivate then.
C) It marked the beginning of something new.
D) Everything was natural and genuine then.
20. A) They believed in working for goals.

- B) They enjoyed living a life of ease.
 C) They had all kinds of entertainment.
 D) They were known to be creative.
21. A) Chatting with her ancestors. B) Furnishing her country house.
 C) Polishing all the silver work. D) Doing needlework by the fire.

Questions 22 to 25 are based on the passage you have just heard.

22. A) Use a map to identify your location.
 B) Call your family or friends for help.
 C) Sit down and try to calm yourself.
 D) Try to follow your footprints back.
23. A) You may find a way out without your knowing it.
 B) You may expose yourself to unexpected dangers.
 C) You may get drowned in a sudden flood.
 D) You may end up entering a wonderland.
24. A) Look for food. B) Wait patiently.
 C) Start a fire. D) Walk uphill.
25. A) Inform somebody of your plan.
 B) Prepare enough food and drink.
 C) Check the local weather.
 D) Find a map and a compass.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some 26 skills that could help the treatment of human diseases.

Pigeons are often seen as dirty birds and an urban 27, but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the 28 of your index finger, pigeons have a very impressive 29 memory.

Recently it was shown that they could be trained to be as accurate as human at detecting breast cancer in images.

Rats are often 30 with spreading disease rather than 31 it, but this long-tailed animal is highly 32. Inside a rat's nose are up to 1,000 different types of *olfactory receptors* (嗅觉感受器), whereas humans only have 100 to 200 types. This gives rats the ability to detect 33 smells. As a result, some rats are being put to work to detect *TB* (肺结核). When the rats detect the smell, they stop and rub their legs to 34 a sample is infected.

Traditionally, a hundred samples would take lab technicians more than two days to 35, but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.

- A) associated
- B) examine
- C) indicate
- D) nuisance
- E) peak
- F) preventing
- G) prohibiting
- G) sensitive

- I) slight
- J) specify
- K) superior
- L) suspicious
- M) tip
- N) treated
- O) visual

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it.

Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

- [A] I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.
- [B] Since there is no way for me to avoid exams, I am currently questioning what kind are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited

when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

- [C] As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. “That way they socialize over history outside the class, which wouldn’t happen without the pressure of an in-class exam,” he explained. “Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill.”
- [D] He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled “Introduction To Congress.” Some colleges have what they call an “honor code,” though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn’t just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.
- [E] Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school’s professors to refrain from take-home exams. “Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries,” she told me. “Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention.”
- [F] Most college professors agree the king of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches “History of Broadcast Journalism” at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. “In my field, it’s not what you know—it’s what you know how to find out,” says Koch. “There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them.”
- [G] Students’ test-form preferences vary, too, often depending on the subject and course difficulty. “I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research,” says Elizabeth Dresser, a junior at Barnard. Then there is

the stress factor. Francesca Haass, a senior at Middlebury, says, “I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up.” Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-home true exams. “If you understand and material and have the ability to *articulate* (说出) your thoughts, they should be a breeze.”

- [H] How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than is needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.
- [I] Yes, my advanced age must factor into the *equation* (等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, “We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school.”
- [J] If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, he responded, “I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test,” he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.
- [K] Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, “It is going to be a piece of cake.” When the students came in, sharpened pencils in hand, there was not a blue book in sight. Rather, they saw a large chocolate cake and they each were given a slice.
36. Elderly students find it hard to keep up with the rapid changes in education.
37. Some believe take-home exams may affect students’ performance in other courses.
38. Certain professors believe in-class exams are ultimately more helpful to students.
39. In-class exams are believed to discourage cheating in exams.
40. The author was happy to learn she could do some exams at home.
41. Students who put off their work until the last moment often find the exams more difficult than they actually are.
42. Different students may prefer different types of exams.
43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.
44. The author dropped out of college some forty years ago.

45. Some students think take-home exams will eat up their free time.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the “first-night” effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid *predators* (捕食者). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university’s Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants’ brains behaved in a similar manner seen in birds and dolphins. On the first night only, the left *hemispheres* (半球) of their brains did not sleep nearly as deeply as their right hemispheres did.

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed *beeps* (蜂鸣声) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

46. What did researchers find puzzling about the first-night effect?

- A) To what extent it can trouble people.
- B) What role it has played in evolution.

- C) What circumstances may trigger it.
D) In what way it can be beneficial.
47. What do we learn about Dr. Yuka Sasaki doing her research?
A) She found birds and dolphins remain alert while asleep.
B) She found birds and dolphins sleep in much the same way.
C) She got some idea from previous studies on birds and dolphins.
D) She conducted studies on birds' and dolphins' sleeping patterns.
48. What did Dr. Sasaki do when she first did her experiment?
A) She monitored the brain activity of participants sleeping in a new environment.
B) She recruited 35 participants from her Department of Psychological Sciences.
C) She studied the differences between the two sides of participants' brains.
D) She tested her findings about birds and dolphins on human subjects.
49. What did Dr. Sasaki do when re-running her experiment?
A) She analyzed the negative effect of irregular tones on brains.
B) She recorded participants' adaptation to changed environment.
C) She exposed her participants to two different stimuli.
D) She compared the responses of different participants.
50. What did Dr. Sasaki find about the participants in her experiment?
A) They tended to enjoy certain tones more than others.
B) They tended to perceive irregular beeps as a threat.
C) They felt sleepy when exposed to regular beeps.
D) They differed in their tolerance of irregular tones.

Passage Two

Questions 51 to 55 are based on the following passage.

It's time to reevaluate how women handle conflict at work. Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

Did you know women are more likely than men to feel exhausted? Nearly twice as many women than men ages 18-44 reported feeling "very tired" or "exhausted", according to a recent study.

This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home. One reason women may feel exhausted is that they have a hard time saying "no." Women want to be able to do it all—volunteer for school parties or cook delicious meals—and so their answer to any request is often "Yes, I can."

Women struggle to say "no" in the workplace for similar reasons, including the desire to be

liked by their colleagues. Unfortunately, this inability to say “no” may be hurting women’s health as well as their career.

At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don’t want to be viewed as aggressive or disruptive at work. For example, there’s a problem that needs to be addressed immediately, resulting in a dispute over who should be the one to fix it. Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what’s the easiest and quickest way to resolve the problem—even if that means doing the boring work themselves.

This difference in handling conflict could be the deciding factor on who gets promoted to a leadership position and who does not. Leaders have to be able to delegate and manage resources wisely—including staff expertise. Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

51. What does the author say is the problem with women?

- A) They are often unclear about the career goals to reach.
- B) They are usually more committed at home than on the job.
- C) They tend to be over-optimistic about how far they could go.
- D) They tend to push themselves beyond the limits of their ability.

52. Why do working women of child-bearing age tend to feel drained of energy?

- A) They struggle to satisfy the demands of both work and home.
- B) They are too devoted to work and unable to relax as a result.
- C) They do their best to cooperate with their workmates.
- D) They are obliged to take up too many responsibilities.

53. What may hinder the future prospects of career women?

- A) Their unwillingness to say “no”.
- B) Their desire to be considered powerful.
- C) An underestimate of their own ability.
- D) A lack of courage to face challenges.

54. Men and women differ in their approach to resolving workplace conflicts in that _____.

- A) women tend to be easily satisfied
- B) men are generally more persuasive
- C) men tend to put their personal interests first
- D) women are much more ready to compromise

55. What is important to a good leader?

- A) A dominant personality.
- B) The ability to delegate.
- C) The courage to admit failure.

D) A strong sense of responsibility.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on Answer Sheet 2.*

华山位于华阴市，距西安 120 公里。华山是秦岭的一部分，秦岭不仅分隔陕南与陕北，也分隔华南与华北。与从前人们常去朝拜的泰山不同，华山过去很少有人光临，因为上山的道路极其危险。然而，希望长寿的人却经常上山，因为山上生长着许多药草，特别是一些稀有的药草。自 20 世纪 90 年代安装缆车以来，参观人数大大增加。

2017 年 12 月大学英语四级考试真题（二）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on how to best handle the relationship between doctors and patients. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

说明：由于 2017 年 12 月四级考试全国共考了 2 套听力题，本套真题的听力题与前 1 套的内容完全一样，只是顺序不一样，因此在本套真题中不再重复出现。

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

We all know there exists a great *void* (空白) in the public educational system when it comes to 26 to STEM (Science, Technology, Engineering and Mathematics) courses. One educator named Dori Roberts decided to do something to change this system. Dori taught high

school engineering for 11 years. She noticed there was a real void in quality STEM education at all 27 of the public educational system. She said, “I started Engineering For Kids (EFK) after noticing a real lack of math, science and engineering programs to 28 my own kids in.”

She decided to start an afterschool program where children 29 in STEM-based competitions. The club grew quickly and when it reached 180 members and the kids in the program won several state 30, she decided to devote all her time to cultivating and 31 it. The global business EFK was born.

Dori began operating EFK out of her Virginia home, which she then expanded to 32 recreation centers. Today, the EFK program 33 over 144 branches in 32 states within the United States and in 21 countries. Sales have doubled from \$5 million in 2014 to \$10 million in 2015, with 25 new branches planned for 2016. The EFK website states, “Our nation is not 34 enough engineers. Our philosophy is to inspire kids at a young age to understand that engineering is a great 35.”

A) attracted
B) career
C) championships
D) degrees
E) developing
F) enroll
G) exposure
H) feasible

I) feeding
J) graduating
K) interest
L) levels
M) local
N) operates
O) participated

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it.

Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Why aren't you curious about what happened?

- [A] “You suspended Ray Rice after our video,” a reporter from TMZ challenged National Football League Commissioner Roger Goodell the other day. “Why didn't you have the curiosity to go to the *casino*(赌场) yourself?” The implication of the question is that a more curious commissioner would have found a way to get the tape.
- [B] The accusation of incuriosity is one that we hear often, carrying the suggestion that there is something wrong with not wanting to search out the truth. “I have been bothered for a long

- time about the curious lack of curiosity,” said a Democratic member of the New Jersey legislature back in July, referring to an insufficiently inquiring attitude on the part of an assistant to New Jersey Governor Chris Christie who chose not to ask hard questions about the George Washington Bridge traffic scandal. “Isn’t the mainstream media the least bit curious about what happened?” wrote conservative writer Jennifer Rubin earlier this year, referring to the attack on Americans in Benghazi, Libya.
- [C] The implication, in each case, is that curiosity is a good thing, and a lack of curiosity is a problem. Are such accusations simply efforts to score political points for one’s party? Or is there something of particular value about curiosity in and of itself?
- [D] The journalist Ian Leslie, in his new and enjoyable book *Curious: The Desire to Know and Why Your Future Depends on It*, insists that the answer to that last question is “Yes”. Leslie argues that curiosity is a much-overlooked human virtue, crucial to our success, and that we are losing it.
- [E] We are suffering, he writes, from a “serendipity deficit.” The word “serendipity” was coined by Horace Walpole in an 1854 letter, from a tale of three princes who “were always making discoveries, by accident, of things they were not in search of.” Leslie worries that the rise of the Internet, among other social and technological changes, has reduced our appetite for aimless adventures. No longer have we the inclination to let ourselves wander through fields of knowledge, ready to be surprised. Instead, we seek only the information we want.
- [F] Why is this a problem? Because without curiosity we will lose the spirit of innovation and entrepreneurship. We will see unimaginative governments and dying corporations make disastrous decisions. We will lose a vital part of what has made humanity as a whole so successful as a species.
- [G] Leslie presents considerable evidence for the proposition that the society as a whole is growing less curious. In the U.S. and Europe, for example, the rise of the Internet has led to a declining consumption of news from outside the reader’s borders. But not everything is to be blamed on technology. The decline in interest in literary fiction is also one of the causes identified by Leslie. Reading literary fiction, he says, makes us more curious.
- [H] Moreover, in order to be curious, “you have to aware of a gap in your knowledge in the first place.” Although Leslie perhaps paints a bit broadly in contending that most of us are unaware of how much we don’t know, he’s surely right to point out that the problem is growing: “Google can give us the powerful illusion that all questions have definite answers.”
- [I] Indeed, Google, for which Leslie expresses admiration, is also his frequent *whipping boy* (替罪羊). He quotes Google co-founder Larry Page to the effect that the “perfect search engine” will “understand exactly what I mean and give me back exactly what I want.” Elsewhere in the book, Leslie writes: “Google aims to save you from the thirst of curiosity altogether.”
- [J] Somewhat *nostalgically* (怀旧地), he quotes John Maynard Keynes’s justly famous words of

- praise to the bookstore: “One should enter it vaguely, almost in a dream, and allow what is there freely to attract and influence the eye. To walk the rounds of the bookshops, dipping in as curiosity dictates, should be an afternoon’s entertainment.” If only!
- [K] Citing the work of psychologists and *cognitive* (认知的) scientists, Leslie criticizes the received wisdom that academic success is the result of a combination of intellectual talent and hard work. Curiosity, he argues, is the third key factor—and a difficult one to preserve. If not cultivated, it will not survive: “Childhood curiosity is a collaboration between child and adult. The surest way to kill it is to leave it alone.”
- [L] School education, he warns, is often conducted in a way that makes children incurious. Children of educated and upper-middle-class parents turn out to be far more curious, even at early ages, than children of working class and lower class families. That lack of curiosity produces a relative lack of knowledge, and the lack of knowledge is difficult if not impossible to compensate for later on.
- [M] Although Leslie’s book isn’t about politics, he doesn’t entirely shy away from the problem. Political leaders, like leaders of other organizations, should be curious. They should ask questions at crucial moments. There are serious consequences, he warns, in not wanting to know.
- [N] He presents as an example the failure of the George W. Bush administration to prepare properly for the after-effects of the invasion of Iraq. According to Leslie, those who ridiculed former Defense Secretary Donald Rumsfeld for his 2002 remark that we have to be wary of the “unknown unknowns” were mistaken. Rumsfeld’s idea, Leslie writes, “wasn’t absurd—it was smart.” He adds, “The tragedy is that he didn’t follow his own advice.”
- [O] All of which brings us back to Goodell and the Christie case and Benghazi. Each critic in those examples is charging, in a different way, that someone in authority is intentionally being incurious. I leave it to the reader’s political preference to decide which, if any, charges should stick. But let’s be careful about demanding curiosity about the other side’s weaknesses and remaining determinedly incurious about our own. We should be delighted to pursue knowledge for its own sake—even when what we find out is something we didn’t particularly want to know.
36. To be curious, we need to realize first of all that there are many things we don’t know.
37. According to Leslie, curiosity is essential to one’s success.
38. We should feel happy when we pursue knowledge for knowledge’s sake.
39. Political leaders’ lack of curiosity will result in bad consequences.
40. There are often accusations about politicians’ and the media’s lack of curiosity to find out the truth.
41. The less curious a child is, the less knowledge the child may turn out to have.
42. It is widely accepted that academic accomplishment lies in both intelligence and diligence.

43. Visiting a bookshop as curiosity leads us can be a good way to entertain ourselves.
44. Both the rise of the Internet and reduced appetite for literary fiction contribute to people's declining curiosity.
45. Mankind wouldn't be so innovative without curiosity.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Aging happens to all of us, and is generally thought of as a natural part of life. It would seem silly to call such a thing a “disease.”

On the other hand, scientists are increasingly learning that aging and biological age are two different things, and that the former is a key risk factor for conditions such as heart disease, cancer and many more. In that light, aging itself might be seen as something treatable, the way you would treat high blood pressure or a vitamin deficiency.

Biophysicist Alex Zhavoronkov believes that aging should be considered a disease. He said that describing aging as a disease creates incentives to develop treatments.

“It unties the hands of the *pharmaceutical* (制药的) industry so that they can begin treating the disease and not just the side effects,” he said.

“Right now, people think of aging as natural and something you can't control,” he said. “In academic circles, people take aging research as just an interest area where they can try to develop interventions. The medical community also takes aging for granted, and can do nothing about it except keep people within a certain health range.”

But if aging were recognized as a disease, he said, “It would attract funding and change the way we do health care. What matters is understanding that aging is curable.”

“It was always known that the body accumulates damage,” he added. “The only way to cure aging is to find ways to repair that damage. I think of it as preventive medicine for age-related conditions.”

Leonard Hayflick, a professor at the University of California, San Francisco, said the idea that aging can be cured implies the human lifespan can be increased, which some researchers suggest is possible. Hayflick is not among them.

“There're many people who recover from cancer, stroke, or heart disease. But they continue

to age, because aging is separated from their disease,” Hayflick said. “Even if those causes of death were eliminated, life expectancy would still not go much beyond 92 years.”

46. What do people generally believe about aging?
- A) It should cause no alarm whatsoever.
 - B) They just cannot do anything about it.
 - C) It should be regarded as a kind of disease.
 - D) They can delay it with advances in science.
47. How do many scientists view aging now?
- A) It might be prevented and treated.
 - B) It can be as risky as heart disease.
 - C) It results from a vitamin deficiency.
 - D) It is an irreversible biological process.
48. What does Alex Zhavoronkov think of “describing aging as a disease”?
- A) It will prompt people to take aging more seriously.
 - B) It will greatly help reduce the side effects of aging.
 - C) It will free pharmacists from the conventional beliefs about aging.
 - D) It will motivate doctors and pharmacists to find ways to treat aging.
49. What do we learn about the medical community?
- A) They now have a strong interest in research on aging.
 - B) They differ from the academic circles in their view on aging.
 - C) They can contribute to people’s health only to a limited extent.
 - D) They have ways to intervene in people’s aging process.
50. What does Professor Leonard Hayflick believe?
- A) The human lifespan cannot be prolonged.
 - B) Aging is hardly separable from disease.
 - C) Few people can live up to the age of 92.
 - D) Heart disease is the major cause of aging.

Passage Two

Questions 51 to 55 are based on the following passage.

Female applicants to postdoctoral positions in geosciences were nearly half as likely to receive excellent letters of recommendation, compared with their male counterparts. Christopher Intagliata reports.

As in many other fields, gender bias is widespread in the sciences. Men score higher starting salaries, have more *mentoring*(指导), and have better odds of being hired. Studies show they’re also perceived as more competent than women in STEM (Science, Technology, Engineering, and Mathematics) fields. And new research reveals that men are more likely to receive excellent

letters of recommendation, too.

“Say, you know, this is the best student I’ve ever had,” says Kuheli Dutt, a social scientist and diversity officer at Columbia University’s Lamont campus. “Compare those excellent letters with a merely good letter: ‘The candidate was productive, or intelligent, or a solid scientist or something that’s clearly solid praise,’ but nothing that singles out the candidate as exceptional or one of a kind.”

Dutt and her colleagues studied more than 1,200 letters of recommendation for postdoctoral positions in geoscience. They were all edited for gender and other identifying information, so Dutt and her team could assign them a score without knowing the gender of the student. They found that female applicants were only half as likely to get outstanding letters, compared with their male counterparts. That includes letters of recommendation from all over the world, and written by, yes, men and women. The findings are in the journal *Nature Geoscience*.

Dutt says they were not able to evaluate the actual scientific qualifications of the applicants using the data in the files. But she says the results still suggest women in geoscience are at a potential disadvantage from the very beginning of their careers starting with those less than outstanding letters of recommendation.

“We’re not trying to assign blame or criticize anyone or call anyone consciously sexist. Rather, the point is to use the results of this study to open up meaningful dialogues on implicit gender bias, be it at a departmental level or an institutional level or even a discipline level.” Which may lead to some recommendations for the letter writer themselves.

51. What do we learn about applicants to postdoctoral positions in geosciences?

- A) There are many more men applying than women.
- B) Chances for women to get the positions are scarce.
- C) More males than females are likely to get outstanding letters of recommendation.
- D) Male applicants have more interest in these positions than their female counterparts.

52. What do studies about men and women in scientific research show?

- A) Women engaged in postdoctoral work are quickly catching up.
- B) Fewer women are applying for postdoctoral positions due to gender bias.
- C) Men are believed to be better able to excel in STEM disciplines.
- D) Women who are keenly interested in STEM fields are often exceptional.

53. What do the studies find about the recommendation letters for women applicants?

- A) They are hardly ever supported by concrete examples.
- B) They contain nothing that distinguishes the applicants.
- C) They provide objective information without exaggeration.
- D) They are often filled with praise for exceptional applicants.

54. What did Dutt and her colleagues do with the more than 1,200 letters of recommendation?

- A) They asked unbiased scholars to evaluate them.

- B) They invited women professionals to edit them.
 - C) They assigned them randomly to reviewers.
 - D) They deleted all information about gender.
55. What does Dutt aim to do with her study?
- A) Raise recommendation writers' awareness of gender bias in their letters.
 - B) Open up fresh avenues for women post-doctors to join in research work.
 - C) Alert women researchers to all types of gender bias in the STEM disciplines.
 - D) Start a public discussion on how to raise women's status in academic circles.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on Answer Sheet 2.*

泰山位于山东省西部。海拔 1 500 余米，方圆约 400 平方公里。泰山不仅雄伟壮观，而且是一座历史文化名山，过去 3 000 多年一直是人们前往朝拜的地方。据记载，共有 72 位帝王曾来此游览。许多作家到泰山获取灵感，写诗作文。艺术家也来此画画。山上因此留下了许许多多的文物古迹。泰山如今已成为中国一处主要的旅游景点。

2017 年 12 月大学英语四级考试真题（三）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on how to best handle the relationship between teachers and students. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

1. A) It tries to entertain its audience. B) It tries to look into the distance.
C) It wants to catch people's attention. D) It has got one of its limbs injured.
2. A) It was spotted by animal protection officials.
B) It was filmed by a local television reporter.
C) Its videos were posted on social media.
D) Its picture won a photography prize.

Questions 3 and 4 are based on the news report you have just heard.

3. A) The distance travelled.
B) The incidence of road accidents.

- C) The spending on gas.
- D) The number of people travelling.
- 4. A) Fewer people are commuting.
- B) Gas consumption is soaring.
- C) Job growth is slowing down.
- D) Rush-hour traffic is worsening.

Questions 5 to 7 are based on the news report you have just heard.

- 5. A) He told a stranger the sad story about himself.
- B) He helped a stranger to carry groceries to his car.
- C) He went up to a stranger and pulled at his sleeves.
- D) He washed a stranger's car in return for some food.
- 6. A) He ordered a lot of food for his family.
- B) he gave him a job at his own company.
- C) He raised a large sum of money for him.
- D) To find evidence of the existence of the "lost lions".
- 7. A) He works hard to support his family.
- B) He is an excellent student at school.
- C) He is very good at making up stories.
- D) He has been disabled since boyhood.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer sheet 1** with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

- 8. A) Attend an economic lecture.
- B) Taken a walk on Charles Street.
- C) Had a drink at Queen Victoria.
- D) Had dinner at a new restaurant.
- 9. A) Treat a college friend to dinner.
- B) Make preparations for a seminar.
- C) Attend his brother's birthday party.
- D) Visit some of his high school friends.
- 10. A) Gather statistics for his lecture.
- B) Throw a surprise birthday party.
- C) Meet with Jonathan's friends on the weekend.
- D) Join him in his brother's birthday celebration.

11. A) By car. B) By train. C) By taxi. D) By bus.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) Taking a vacation abroad. B) Reviewing for his last exam.
 C) Saving enough money for a rainy day. D) Finding a better way to earn enough money.
13. A) Preparing for his final exams. B) Negotiating with his boss for a raise.
 C) Working part time as a waiter. D) Helping the woman with her courses.
14. A) Finish her term paper. B) Save enough money.
 C) Learn a little bit of Spanish. D) Ask her parent's permission.
15. A) He has rich sailing experience. B) He speaks Spanish fluently.
 C) He was also eager to go to Spain. D) He is easy to get along with.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C), D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

16. A) She went to the same university as her mother.
 B) She worked as a nurse in the First World War.
 C) She won the Nobel Prize two times.
 D) She was also a Nobel Prize winner.
17. A) She fought bravely in a series of military operations.
 B) She developed X-ray facilities for military hospitals.
 C) She helped to set up several military hospitals.
 D) She made donations to save wounded soldiers.
18. A) Both died of blood cancer. B) Both fought in World War I.
 C) Both won military medals. D) Both married their assistants.

Questions 19 to 21 are based on the passage you have just heard.

19. A) They were the first settlers in Europe.
 B) They were the conquerors on Norway.
 C) They discovered Iceland in the ninth century.
 D) They settled on a small island north of England.
20. A) It was some five hundred miles west of Norway.
 B) It was covered with green most time of the year.

- C) It was the Vikings' most important discovery.
D) It was a rocky mass of land covered with ice.
21. A) The Vikings' ocean explorations. B) The making of European nations.
C) The Vikings' everyday life. D) The Europeans' Arctic discoveries.
- Questions 22 to 25 are based on the passage you have just heard.**
22. A) Work hard for a better life. B) Make mistakes now and then.
C) Dream about the future. D) Save against a rainy day.
23. A) Teach foreign languages for the rest of his life.
B) Change what he has for his past imaginary world.
C) Exchange his two-story house for a beach cottage.
D) Dwell on the dreams he had dreamed when young.
24. A) Criminal law. C) Oriental architecture.
B) City planning D) International business.
25. A) Dream and make plans. B) Take things easy in life.
C) Be content with what you have. D) Enjoy whatever you are doing.

Part III Reading Comprehension (40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Technological changes brought dramatic new options to Americans living in the 1990s. During this decade new forms of entertainment, commerce, research, and communication became commonplace in the U.S. The driving force behind much of this change was a(n) 26 popularly known as the Internet.

The Internet was developed during the 1970s by the Department of Defense. In the case of an attack, military advisers suggested the 27 of being able to operate one computer from another terminal. In the early days, the Internet was used mainly by scientists to communicate with other scientists. The Internet 28 under government control until 1984.

One early problem faced by Internet users was speed. Phone lines could only transmit information at a 29 rate. The development of *fiber-optic* (光纤) cables allowed for billions

of bits of information to be received every minute. Companies like Intel developed faster microprocessors, so personal computers could process the 30 signals at a more rapid rate.

In the early 1990s, the World Wide Web was developed, in large part, for 31 purposes. Corporations created home pages where they could place text and graphics to sell products. Soon airline tickets, hotel 32, and even cars and homes could be purchased online. Universities 33 research data on the Internet, so students could find 34 information without leaving their dormitories. Companies soon discovered that work could be done at home and 35 online, so a whole new class of telecommuters began to earn a living from home offices unshaven and wearing *pajamas* (睡衣).

- | | |
|-----------------|-----------------|
| A) advantage | I) maintain |
| B) commercial | J) occupations |
| C) conservation | K) posted |
| D) equipped | L) remained |
| E) incoming | M) reservations |
| F) innovation | N) submitted |
| G) limited | O) valuable |
| H) local | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

The Health Benefits of Knitting

- [A] About 15 years ago, I was invited to join a knitting group. I agreed to give it a try.
- [B] My mother had taught me to knit at 15, and I knitted in class throughout college and for a few years thereafter. Then decades passed without my touching a knitting needle. But within two Mondays in the group, I was hooked, not only on knitting but also on *crocheting* (钩织), and I was on my way to becoming a highly productive crafter.
- [C] I have made countless baby blankets, sweaters, scarves, hats, mittens and caps for newborns. I take a knitting project with me everywhere, especially when I have to sit still and listen. As I had discovered in college, when my hands are busy, my mind stays focused on the here and now.
- [D] It seems, too, that I'm part of a national renewal of interest in needle and other handicrafts.

- The Craft Yarn Council reports that a third of women ages 25 to 35 now knit or crochet. Even men and schoolchildren are swelling the ranks, among them my friend's three small grandsons. Last April, the council created a "Stitch Away Stress" campaign in honor of National Stress Awareness Month. Dr. Herbert Benson, a pioneer in mind/body medicine and author of *The Relaxation Response*, says that the repetitive action of needlework can induce a relaxed state like that associated with *meditation* (冥想) and yoga. Once you get beyond the initial learning curve, knitting and crocheting can lower heart rate and blood pressure.
- [E] But unlike meditation, craft activities result in tangible and often useful products that can enhance self-esteem. I keep photos of my singular accomplishments on my cellphone to boost my spirits when needed.
- [F] Why is this a problem? Because without curiosity we will lose the spirit of innovation and entrepreneurship. We will see unimaginative governments and dying corporations make disastrous decisions. We will lose a vital part of what has made humanity as a whole so successful as a species.
- [G] A recent email from the *yarn* (纺纱) company Red Heart titled "Health Benefits of Crocheting and Knitting" prompted me to explore what else might be known about the health value of activities like knitting. My research revealed that the rewards go well beyond replacing stress and anxiety with the satisfaction of creation.
- [H] For example, Karen Hayes, a life coach in Toronto, conducts knitting therapy programs, including Knit to Quit to help smokers give up the habit, and Knit to Heal for people coping with health crises, like a cancer diagnosis or serious illness of a family member. Schools and prisons with craft programs report that they have a calming effect and enhance social skills. And having to follow instructions on complex craft projects can improve children's math skills.
- [I] Some people find that craftwork helps them control their weight. Just as it is challenging to smoke while knitting, when hands are holding needles and hooks, there's less snacking and mindless eating out of boredom.
- [J] I've found that my handiwork with yarn has helped my *arthritic* (关节炎的) fingers remain more *dexterous* (灵巧的) as I age. A woman encouraged to try knitting and crocheting after developing an autoimmune disease that caused a lot of hand pain reported on the Craft Yarn Council site that her hands are now less stiff and painful.
- [K] A 2009 University of British Columbia study of 38 women with the eating disorder who were taught to knit found that learning the craft led to significant improvements. Seventy-four percent of the women said the activity lessened their fears and kept them from thinking about their problem.
- [L] Bestan Corkhill, a wellness coach in Bath, England, and author of the book *Knit for Health & Wellness*, established a website, Stitchlinks, to explore the value of what she calls

therapeutic knitting. Among her respondents, 54 percent of those who were clinically depressed said that knitting made them feel happy or very happy. In a study of 60 self-selected people with persistent pain, Ms. Corkhill and colleagues reported that knitting enabled them to redirect their focus, reducing their awareness of pain. She suggested that the brain can process just so much at once, and that activities like knitting and crocheting make it harder for the brain to register pain signals. Perhaps most exciting is research that suggests that crafts like knitting and crocheting may help to keep off a decline in brain function with age. In a 2011 study, researchers led by Dr. Yonas Geda at the Mayo Clinic in Rochester interviewed a *random* (随机的) sample of 1,321 people aged 70-89, most whom were *cognitively* (认知地) normal, about the cognitive activities they engaged in late in life. They study, published in the *Journal of Neuropsychiatry & Clinical Neurosciences*, found that those who engaged in crafts like knitting and crocheting had a diminished chance of developing mild cognitive disorder and memory loss.

- [M] Although it is possible that only people who are cognitively healthy would pursue such activities, those who read newspapers or magazines or played music did not show similar benefits. The researchers speculate that craft activities promote the development of nerve pathways in the brain that help to maintain cognitive health.
- [N] In support of that suggestion, a 2014 study by Denise C. Park of the University of Texas at Dallas and colleagues demonstrated that learning to knit or do digital photography enhanced memory function in older adults. Those who engaged in activities that were not intellectually challenging, either in a social group or alone, did not show such improvements.
- [O] Given that sustained social contacts have been shown to support health and a long life, those wishing to maximize the health value of crafts might consider joining a group of like-minded folks. I for one try not to miss a single weekly meeting of my knitting group.
36. When the author was a college student, she found that knitting helped her concentrate.
37. Knitting can help people stay away from tobacco.
38. Even men and children are now joining the army of knitters.
39. Being a member of a crafts group enhances one's health and prolong one's life.
40. Knitting diverts people's attention from their pain.
41. The author learnt to knit as a teenager, but it was not until she was much older that she became keenly interested.
42. When people are knitting, they tend to eat fewer snacks.
43. Survey findings show that knitting can help people relieve stress.
44. According to a study, knitters and crocheters are less likely to suffer mild cognitive damages.
45. The products of knitting can increase one's sense of self-respect.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Nobody really knows how big Lagos is. What's indisputable is that it's growing very quickly. Between now and 2050, the urban population of Africa could triple. Yet cities in sub-Saharan Africa are not getting richer the way cities in the rest of the world have. Most urban Africans live in *slums* (贫民窟); migrants are often not much better off than they were in the countryside. Why?

The immediate problem is poverty. Most of Africa is urbanising at a lower level of income than other regions of the world did. That means there's little money around for investment that would make cities liveable and more productive. Without upgrades and new capacity, bridges, roads and power systems are unable to cope with expanding populations. With the exception of South Africa, the only light rail metro system in sub-Saharan Africa is in Addis Ababa, Ethiopia. Traffic jam leads to expense and unpredictability, things that keep investors away.

In other parts of the world, increasing agricultural productivity and industrialisation went together. More productive farmers meant there was a surplus that could feed cities; in turn, that created a pool of labour for factories. But African cities are different. They are too often built around consuming natural resources. Government is concentrated in capitals, so is the money. Most urban Africans work for a small minority of the rich, who tend to be involved in either *cronyish* (有裙带关系的) businesses or politics. Since African agriculture is still broadly unproductive, food is imported, consuming a portion of revenue.

So what can be done? Though African countries are poor, not all African cities are. In Lagos, foreign oil workers can pay as much as \$65,000 per year in rent for a modest apartment in a safe part of town. If that income were better taxed, it might provide the revenue for better infrastructure. If city leaders were more accountable to their residents, they might favour projects designed to help them more. Yet even as new roads are built, new people arrive. When a city's population grows by 5% a year, it is difficult to keep up.

46. What do we learn from the passage about cities in sub-Saharan Africa?

- A) They have more slums than other cities in the world.
- B) They are growing fast without becoming richer.

- C) They are as modernised as many cities elsewhere.
D) They attract migrants who want to be better off.
47. What does the author imply about urbanisation in other parts of the world?
A) It benefited from the contribution of immigrants.
B) It started when people's income was relatively high.
C) It benefited from the accelerated rise in productivity.
D) It started with the improvement of people's livelihood.
48. Why is sub-Saharan Africa unappealing to investors?
A) It lacks adequate transport facilities.
B) The living expenses there are too high.
C) It is on the whole too densely populated.
D) The local governments are corrupted.
49. In what way does the author say African cities are different?
A) They have attracted huge numbers of farm labourers.
B) They still rely heavily on agricultural productivity.
C) They have developed at the expense of nature.
D) They depend far more on foreign investment.
50. What might be a solution to the problems facing African cities?
A) Lowering of apartment rent.
B) Better education for residents.
C) More rational overall planning.
D) A more responsible government.

Passage Two

Questions 51 to 55 are based on the following passage.

For the past several decades, it seems there's been a general consensus on how to get ahead in America: Get a college education, find a reliable job, and buy your own home. But do Americans still believe in that path, and if they do, is it attainable?

The most recent National Journal poll asked respondents about the American dream, what it takes to achieve their goals, and whether or not they felt a significant amount of control over their ability to be successful. Overwhelmingly, the results show that today, the idea of the American dream—and what it takes to achieve it—looks quite different than it did in the late 20th century.

By and large, people felt that their actions and hard work—not outside forces—were the deciding factor in how their lives turned out. But respondents had decidedly mixed feelings about what actions make for a better life in the current economy.

In the last seven years, Americans have grown more pessimistic about the power of education to lead to success. Even though they see going to college as a fairly achievable goal, a

majority—52 percent—think that young people do not need a four-year college education in order to be successful.

Miguel Maeda, 42, who has a master's degree and works in public health, was the first in his family to go to college, which has allowed him to achieve a sense of financial stability his parents and grandparents never did.

While some, like Maeda, emphasized the value of the degree rather than the education itself, others still see college as a way to gain new perspectives and life experiences. Sixty-year-old Will Fendley, who had a successful career in the military and never earned a college degree, thinks “personal drive” is far more important than just going to college. To Fendley, a sense of drive and purpose, as well as an effective high-school education, and basic life skills, like balancing a checkbook, are the necessary ingredients for a successful life in America.

51. It used to be commonly acknowledged that to succeed in America, one had to have _____.
A) an advanced academic degree
B) an ambition to get ahead
C) a firm belief in their dream
D) a sense of drive and purpose
52. What is the finding of the latest National Journal poll concerning the American dream?
A) More and more Americans are finding it hard to realize.
B) It remains alive among the majority of American people.
C) Americans' idea of it has changed over the past few decades.
D) An increasing number of young Americans are abandoning it.
53. What do Americans now think of the role of college education in achieving success?
A) It still remains open to debate.
B) It has proved to be beyond doubt.
C) It is no longer as important as it used to be.
D) It is much better understood now than ever.
54. How do some people view college education these days?
A) It promotes gender equality.
B) It needs to be strengthened.
C) It adds to cultural diversity.
D) It helps broaden their minds.
55. What is one factor essential to success in America, according to Will Fendley?
A) A desire to learn and to adapt.
B) A strong sense of responsibility.
C) A willingness to commit oneself.
D) A clear aim and high motivation.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

黄山位于安徽省南部。它风景独特，尤以其日出和云海著称。要欣赏大山的宏伟壮丽，通常得向上看。但要欣赏黄山美景，就得向下看。黄山的湿润气候有利于茶树生长，是中国主要产茶地之一。这里还有许多温泉，其泉水有助于防治皮肤病。黄山是中国主要旅游目的地之一，也是摄影和传统国画最受欢迎的主题。

第三部分

英语常用词组与搭配及参考资料

附录 A 大学英语四级考试常用词组与搭配

A

abandon oneself to 沉湎于，陷入（后接名词或动名词）

be absorbed in sth. 专心于某事

in the abstract 理论上，抽象地

have/gain/get access to 有接近/进入/使用……的机会或权利

by accident 偶然

accord (v.) with (与……) 一致，符合

in/out of accord with 与……一致/不一致

of one's own accord 出于自愿，主动地

with one accord 一致地，一致同意地

in accordance with 与……一致，依照，根据

account for 说明，解释，（在数量、比例上）占

take account of 考虑到，顾及，体谅

take...into account 考虑到，顾及

on account of 因为，由于

on no account 绝对不（放在句首时用倒装结构）

accuse sb. of sth. 指控某人……

act on 遵照……行动，奉行；作用于，影响

act out 将……付诸行动

act up 出毛病，运转不正常；耍脾气，捣蛋

bring/call into action 使行动起来，使起作用

out of action 发生故障，不起作用

add to 增加

add up 加起来，求……的总数

add up to 合计达，总括起来

in addition 另外，加之

in addition to 除……之外（还）
 in advance 在前面，预先，事先
 gain/have an advantage over 胜于，优于
 take advantage of 利用，占……便宜
 in the air 流行中
 on the air 广播
 above all 首先，尤其是
 after all 毕竟，终究
 all but 几乎，差不多；除了……都
 all in all 总的来说，从各方面说
 (not) at all （用于否定句）并不，一点也不
 allow for 考虑到，顾及
 allow of 容许
 along with 和……一起
 be annoyed by 原因/with 对象/about/at 对某事烦恼
 answer for 对……负责
 in answer to 作为对……的回答
 anything but 绝对不
 apart from 除……之外
 on approval （商品）供试用的，包退包换的
 arrive at 达成，得出，达到
 as for/to 至于，关于
 as if/though 好像，仿佛
 as it were 可以说，在某种程度上（=so to speak）
 fall asleep 睡着
 pay attention to 注意
 on (the/an) average 平均，通常
 be aware of 知道，意识到

B

back and forth 来回地，反复地
 back down/off 放弃，后退
 back out 退出，食言
 back up 支持，（使）倒退
 behind sb's back 背着某人，暗中
 turn one's back on 轻视，不理睬

go from bad to worse 每况愈下

be badly off 贫困的, 境况不好的

in the balance (生命等) 在危急状态中; 悬而未决

off balance 不平衡

bargain for/on 企图廉价获取; (通常与否定词连用) 预料, 指望

bear down 竭尽全力; (on) 压倒, 打败

bear on/upon 对……有影响, 和……有关

bear out 证实

bear up 撑持下去, 振作起来

bear with 忍受, 容忍

beat up 痛打, 狠揍

to begin with 首先, 第一

on/in behalf of 代表, 为了

come into being 出现, 形成

beyond belief 难以置信

believe in 信仰; 相信; 信任, 信赖

make believe 假装, 装作

at best 充其量, 至多

do/try one's best 尽力, 努力

make the best of 充分利用

be better off 富裕的; 境况好转

bit by bit 一点一点地

black and blue 青一块紫一块

be to blame 该受责备的, 应承担责任的

turn a blind eye to 对……视而不见

block in 塞满; 使受限制, 受阻; 草拟, 画……的草图

block off 封锁, 封闭

block up 堵塞, 挡住

in full blossom 正开着花

blow up 爆炸; 充气; 大发脾气

above board 公开的, 光明正大的

on board 在船(车或飞机)上

border on 与……接壤; 接近

from the bottom of one's heart 诚心诚意地

be bound up in 热衷于, 忙于

be bound up with 与……关系密切

rack one's brains 绞尽脑汁

branch out 扩充, 扩大活动范围
 break away 突然离开; 改掉(习惯); 破除
 break down (机器)损坏; (健康)垮掉
 break in 非法闯入; 打断; 插嘴(后不接宾语)
 break into 非法闯入(后接宾语)
 break off (使)折断; 中断; 突然停止
 break out 突然发生; 爆发
 break through 突围, 冲破; 取得突破性成就
 break up 结束; 解散; 打碎; 分解; 破裂; 断绝
 catch one's breath 喘息; 歇一口气
 hold one's breath 屏息
 out of breath 喘不过气来
 take one's breath away 使惊羡不已; 目瞪口呆
 under one's breath 压着嗓子, 低声地
 bring about 招致, 引起
 bring around/round 说服; 劝说某人改变观点; 使恢复知觉
 bring back 带回来, 拿回来; 使回想起
 bring down 使倒下, 使降落; 降低
 bring forth 产生; 提出
 bring forward 提前, 提早; 提出, 提议
 bring off 使实现, 做成
 bring on 引起, 使发生; 助长, 使提高
 bring out 使出现, 使显露; 公布, 出版; 引发
 bring through 使脱险, 使安全度过
 bring sb. to 使恢复知觉
 bring up 养育; 抚养; 提出
 brush up 复习; 重温
 build up 逐步建立; 增进, 增强; 逐渐积累
 in bulk 大批, 大量
 burn down 烧毁; 火势减弱
 burn out 烧光; 熄灭
 burn up 烧掉, 烧毁; 烧起来, 旺起来; (使)发怒
 burst into 突然进入(某种状态); 突然开始(某事); 匆匆进入(某处)
 burst out 大声喊叫; 突然发生
 go down to business 认真着手办事
 go out of business 歇业
 on business 因公, 因事

but for 要不是（虚拟语气）
can not but 不得不；不能不
on the button 准确地，准时地
buy off 出钱摆脱；向……行贿，收买
buy out 买下……的全部股份
buy up 全部买进
by and large 大体上，总的来说
by the way 顺便提一句

C

call back 回电话；叫回去
call for 叫（某人）来；要求，需要
call in 叫……进来，招来
call off 放弃，取消
call on/upon 访问；号召
call out 召唤
call up 给……打电话；使想起
calm down 使平静，平息
campaign for 参加活动，推行某运动
be capable of 有……能力（技能）的；能……的
care for 照顾；喜欢
take care 当心，注意
take care of 负责，照管；处理
carry forward 推进，使前进
carry off 夺走，拿走
carry on 继续，进行
carry out 贯彻，执行；实现，完成
carry over （使）继续，将……延后
carry through 实现，完成，坚持；使渡过困难
a case in point 有关的事例，例证
in any case 无论如何，不管怎样
in case 假使，以防（后接从句）
in case of 假如；防备（后接名词）
in no case 无论如何不，决不
cast aside 把……丢一边，去掉
cast off 抛弃，丢弃

cast/draw lots 抓阄，抽签

catch on 流行起来；懂得，理解

catch (sb.) out 发觉……有错误（或做坏事）

catch up with 赶上

by chance 偶然，碰巧

by any chance 万一，也许

chance on/upon 偶然找到，偶然遇到

stand a chance of 有……的希望/可能

take a chance 冒险，投机

charge sb. with sth. 控告某人

check in 登记，报到

check out 结账离去

check up (on) 校对，检查，检验

cheer on 为……鼓起，向……喝彩

cheer up 使高兴，使振作，高兴起来

choke back/down 忍住，抑制

choke up (with) 使装满；堵塞；充塞（通道、空间等）；（因激动等）说不出话来

in/under no circumstances 无论如何不，绝不

in/under the circumstances 在这种情况下，既然如此

clean up 把……收拾干净；清理，清除（犯罪现象等）

clear away 扫除，收拾

clear off 离开，溜掉

clear out 清除；走开，

clear up 清理；澄清，解决；（天）放晴

close by 在旁边，在附近

close down 关闭，歇业

close up 堵住，关闭

come/draw to a close 渐近结束

in collaboration with 与……合作

come about 发生，产生

come across 偶然遇见，碰见

come along 出现，发生；进步

come apart 破碎，崩溃

come around/round 苏醒，复原；随便来访

come down（物价等）下跌；落魄

come in 近来；流行起来

come in for 受到，遭受

come into 继承, 得到
come off 脱落, 分开; 结果, 表现
come on 快, 走吧; 请; 进步, 发展; 发生, 开始
come out 出现, 显露; 公开, 出版; 结果是
come out with 提出, 说出; 出版, 发表
come through 经历……仍然活着
come to 苏醒, 复苏; 总计, 总数为
come up 出现, 走上前来
come up to 达到, 符合
come up with 提出, 提供, 想出
commit a crime 犯罪
in common 共用的, 共有的
keep company 陪伴
part company with (与……) 分离, 断绝关系
compare...to 比喻, 把……比作
beyond/past/without compare (名词) 无与伦比的; 无可比拟的; 无匹敌的
by/in comparison 相比之下
in comparison with 与……比较起来 (=compared with)
be composed of 由……组成
as/so far as...be concerned 就……而言
be concerned with 关心, 挂念, 从事于
in concert 一齐, 一致
on condition (that) 在……条件下, 如果
out of condition 健康不佳
in confidence 私下的, 秘密的
take sb. into one's confidence 把……作为知己
in conjunction with 与……共同, 连同
in connection with 关于, 与……有关
in (all/good) conscience 凭良心, 公平地
on one's conscience 引起某人悔恨 (或内疚) 的
by common consent 经一致同意
in consequence 因此, 结果
in consequence of 由于, 因为……的缘故
in consideration of 考虑到, 由于; 作为对……的报酬
take into consideration 考虑到, 顾及
to one's heart's content 尽情地, 心满意足地
on the contrary 正相反

to the contrary 相反的 (地)
 by/in contrast 对比之下
 in contrast to/with 与……对比起来, 与……形成对比
 in control of 掌握着, 控制着
 out of control 失去控制
 under control 处于控制之下
 cook up 捏造, 编造
 cool down/off 冷却, (使) 冷静下来
 cope with 应付, 处理
 to the core 十分; 彻底地; 透彻地
 around/round the corner 临近, 在附近
 cut corners 走捷径, 省钱 (人力、时间等)
 turn the corner 出现转机
 at all costs 不惜任何代价, 无论如何
 at the cost of 以……为代价
 count against (被) 认为对……不利
 count down (发射火箭等) 倒计时
 count in 把……算入
 count on/upon 依靠, 指望
 count out 逐一算出; 不把……算入
 count up 算出……的总数
 in the course of 在……期间, 在……过程中
 in due course 到时候, 在今后适当时候
 of course 当然, 自然
 cover for 代替; 为……打掩护
 cover up 掩盖, 掩饰; 盖住, 裹住
 take cover 隐蔽
 under cover 秘密地, 暗地里
 crack down 对……采取严厉措施, 镇压
 crack up (精神) 崩溃
 crawl with 爬满, 布满
 be critical of sth. 对某事物持批判态度, 提出批判
 crop up 突然发生, 突然出现
 cross out 划掉, 取消
 crowd in 涌入
 cry out for 迫切需要
 cure sb. of sth. 治愈某人的……; 改正某人的……

curl up 卷起, 噘起(嘴唇等); (使) 蜷曲

cut across 走捷径, 抄近路

cut back 消减, 减少; 急忙返回

cut down 减小, 减低; 砍到, 杀死

cut in 超车抢挡; 插嘴, 打断

cut off 切断; 使分离

cut out 删去, 割去

cut short 突然停止

cut up 切碎, 摧毁; 使伤心, 使悲痛

D

in danger 在危险中, 垂危

in danger of 有……的危险

out of danger 脱离危险

date back to 追溯(到)

out of date 过期, 过时的, 废弃的

to date 到目前为止

up to date 现代化的, 切合目前情况的

(sth.) dawn on (sb.) 逐渐(被人)知晓, 被理解

call it a day 今天到此为止

day and night 夜以继日

day off 休息日

to a/the day 恰好, 一天不差

turn a deaf ear (to) 不愿听, 充耳不闻

a great/good deal of 大量的, 许多的

deal in 经营

deal with 处理, 对付, 安排; 论述, 涉及

in debt 欠债, 负债

in sb's debt 欠某人的人情

by degrees 逐渐地, 渐渐地

to some degree 有点, 稍微

take (a) delight in 以……为乐

in demand 非常需要的, 受欢迎的

on demand 一经要求

It/That depends. 那得看情况。

in depth 深入地, 彻底地

out of one's depth 非……所能及, 为……所不及

go into details 详细叙述, 逐一说明

in detail 详细地

leave to one's own devices 听任……自便, 让……自行发展

die away 变弱, 逐渐停止

die down 变弱, 逐渐停止, 平息

die of/from 因某病而死

die out 逐渐消灭, 灭绝

on a diet 节食

make a difference 有影响, 起重要作用

have difficulty (in) doing sth. 做……有困难

in difficulty 处境困难

dig in 挖掩体隐蔽; 认真地努力地开始工作

dig out 找出; 发现; 挖掘

dig up 挖掘出, 找出

dip into 浏览, 随便翻阅; 从……中取出

in disguise 伪装

at sb's disposal 任某人处理, 供某人使用

dispose of 处理; 处置; 解决

in dispute 在争论中, 处于争议中

in the distance 在远处

keep...at a distance 对……冷淡, 同……疏远

do away with 摆脱, 废除, 去掉, 取消

do for 毁坏, 使完蛋; 可用于

do up 系, 扎; 修缮, 重新装饰

do with (与 could, can 连用时) 需要, 想要; (与 what 连用时) 对付, 处理; 与……有关;
以……对付过去

do without 不需要, 不用也行

have nothing to do with 和……毫无关系

have something to do with 和……有一点关系

in doors 在户内; 在室内

next door 隔壁

out of doors 在户外

beyond (a) doubt 无疑地, 确实地

in doubt 不能肯定的, 可怀疑的

no doubt 无疑, 必定

drag on/out (使) 拖延

draw in (天) 渐黑, (白昼) 渐短
draw into (火车、汽车) 到站; 介入, 参与
draw on 动用, 利用; 吸, 抽 (烟); 临近, 接近
draw out 拔出, 取出; 起草, 拟就
draw up 草拟, 拟订; (使) 停住; 写出, 画出
dress up 穿上盛装, 精心打扮; 装饰, 修饰
drive at 想要, 打算
drive away 赶走, 驱散
drop by/in 顺便 (或偶然) 访问
drop off 睡着, 入睡; 把……放下; 减少
drop out 退出, 退学, 离队
drum up 竭力争取 (支持)
dry out (使) 干透
dry up (使) 干涸, (使) 干透; (使) 枯竭
due to 由于, 因为
off duty 下班, 不在值班
on duty 值班, 当班
dwell on/upon 沉思; 详述; 居住

E

in earnest 认真的, 诚挚的, 热切的
on earth 究竟, 到底
at ease 舒适的 (地), 安逸的 (地)
ill at ease 局促不安
take one's ease 悠闲
with ease 容易地; 无困难地
ease (动词) off/up 缓和, 减少紧张或麻烦
carry/bring/put...into effect 实行, 实施, 使生效
come/go into effect 生效, 实施
have an effect on 对……有影响, 对……起作用
in effect 事实上, 实际上
take effect 生效, 起作用
to the effect that 大意是
or else 否则, 要不然
place/lay emphasis on 强调某事
end in 以……为结果

end up 结束，告终
 in the end 最后，终于
 make (both) ends meet 收支相抵
 no end 无数的，大量的，巨大的
 on end 连续地
 enjoy oneself 过得快活，得到乐趣
 enter into 参加，开始从事；成为……的一个因素
 enter on/upon 着手做，开始
 break even 不盈不亏，得失相等
 even as 正当，恰恰在……时候，正如
 even if/though 即使，虽然
 get even with 报复；和……算账
 at all events 无论如何，不管怎样
 in any event 无论如何，不管怎样
 in the event 结果，到头来
 in the event of/that 万一，倘若
 ever so（口语）非常
 for ever 永远
 every now and then 时常，不时，间或
 every other 每隔一……
 in evidence 可看见的，明显的
 follow sb's example 学习……的榜样，照……的样子
 for example 例如
 make an example of 惩罚……以警戒他人
 set an example 树立榜样
 except for 除……之外
 make exception to 反对，表示异议
 with the exception of 除……之外
 in excess of 超过
 to excess 过度，过分
 in exchange for 以……换
 make an exhibition of oneself 出洋相，当众出丑
 at the expense of 由……花费；以……为代价
 explain away 为……辩解
 to a certain extent 在一定程度上
 go to extremes 走极端
 in the extreme 极，非常

catch one's eye 引人注目

keep an eye on 留意, 照看, 密切关注

see eye to eye 看法完全一致

F

face to face 面对面地

face up to 大胆面对 (或接受)

in the face of 面对, 在……面前; 不顾, 即使

as a matter of fact 实际情况, 真相

in fact 其实, 实际上

without fail (名词) 必定, 一定

in good faith 诚实, 真诚

fall apart 破碎, 破裂, 崩溃, 土崩瓦解

fall away 消失; 减弱; 离弃; 疏远

fall behind 落后, 落在……之后

fall for 喜欢, 对……倾心; 受……的骗, 对……信以为真

fall in love with sb. (突然) 爱上

fall in with 同意, 赞成

fall off 跌落; 减少; 疏远; 脱离

fall on/upon 袭击, 攻击; 由……负担

fall out 争吵, 失和

fall short of 达不到, 不符合

fall through 落空, 使成为泡影

fall to 开始, 着手

take a fancy to 喜欢上, 爱上

as far as/so far as 远至, 到……程度

by far ……得多, 最

far and wide 到处

far from 远非, 远离

in so far as 到……的程度, 在……的范围内

so far 迄今为止

in fashion 流行, 时髦, 时尚

out of fashion 过时

at fault 有责任, 有毛病

find fault with 埋怨, 挑剔

in favor of 支持, 赞同; 有利于……

for fear of/that 以免
 be fed up with 对……极其厌倦
 feel like 欲, 想要; 觉得好像, 摸起来像……
 on the fence 未表态的, 保持中立的
 a few 有些, 几个
 quite a few 相当多的
 fight back 抵抗, 还击, 反击
 fight off 击退; 摆脱, 竭力摆脱
 figure of speech 修辞格, 比喻
 figure out 想出, 理解, 明白
 on file 存档
 fill in/out 填写, 填充
 fill up 装满, 填写
 keep one's fingers crossed 祈求成功
 finish up 做完; 用光; 对……进行最后加工
 catch (on) fire 着火, 开始燃烧
 on fire 烧着, 起火
 play with fire 玩火, 轻举妄动
 set fire to 使燃烧, 点燃
 under fire 遭到攻击, 受到严厉批评
 at first 最初, 首先
 first and foremost 首要的是, 首先
 first of all 首先, 第一
 fit in (with) 符合, 适应
 fix on 决定, 确定
 fix up 安排, 安顿, 照应
 in the flesh 本人, 亲自
 as follows 如下
 follow through 完成, 坚持到底
 follow up 追究, 追查; (对……) 采取进一步行动
 fool about/around 闲逛, 混日子, 虚度光阴
 make a fool of 愚弄 (或欺骗) 某人, 使出丑
 on foot 步行
 in force 有效, 正在实施中
 come/go into force 生效, 实施
 for free 免费
 set free 释放

freedom of (speech, religion, press) 有(言论、宗教、出版)的自由

freedom from (fear) 有免于(恐惧)……的自由

be friends with 对……友好

make friends with 与……交朋友

in full 全部地, 不省略地

make fun of 取笑, 嘲笑

for/in fun 取乐, 闹着玩

make a fuss of/over 对……关怀备至, 过分注意

in future 今后

in the future 在将来

G

gain on 逼近; 赶上

gamble away 赌掉, 输光

gear up (使)准备好, (使)做好安排

in general 一般来说, 大体上

get about 走动; (消息等)传开

get across 解释清楚, 使人了解

get ahead 获得成功, 取得进展

get along 前进, 有进展; (with) 相处(融洽); 过活, 生活

get around/round 走动, 旅行; (消息等)传开; 克服, 设法回避(问题等); (to) 抽出时间
做某事

get at 够得着, 得到; 意思是, 意指

get away 逃离; 走开, 离开

get away with 做了(坏事)而逃脱责罚

get back to 回到

get back at 对……报复

get by 通过, 经过; (勉强)过活

get down 从……下来; 写下; 使沮丧

get down to 开始认真处理, 着手做

get in 进入, 抵达; 收获, 收回

get into 进入, 陷入; 对……发生兴趣

get off 离开, 逃脱; 下车, 从……下来

get on 骑上, 登上; 有进展, 成功, 进步

get on with 与……相处和谐, 进展, 进步

get out 离开; (消息等)泄露; 出版

get over 恢复过来; 克服(困难); 解决(问题)

get through 接通电话; 结束, 完成; 度过(时间); 通过(考试、议案等); 将……讲清楚

get together 相聚, 聚会

get up 起床; 起立

give away 泄露; 捐献

give back 送还, 归还

give in 投降, 屈服; 交上去, 呈上

give off 发出(光、声音等), 散发出(气味)

give oneself away 泄露, 露马脚

give oneself up 自首, 投降, 投案

give out 分发, 用完, 耗尽; 发出(光、声音等)

give over to 留出, 把……留作特殊用途

give up 放弃, 停止; 辞去

give way to 给……让路, 对……让步; 被……代替

at a glance 看一眼就……, 马上

at first glance 乍一看

go about 着手做, 处理, 忙于

go after 追逐, 追求

go against 反对, 违背; 对……不利

go ahead 开始, 进行

go along 进行, 进展, 继续

go along with 赞同, 同意, 支持

go around/round 四处走动; 流传

go at 攻击; 着手做, 努力做

go away 走开; 逃走

go back on 违背(诺言等), 毁约

go by (时间) 经过, 过去; 遵照, 依照

go down 下降, 下沉, 坠落; (well/badly) (不) 被接受, (不) 受欢迎

go for 想要获得, 选择; 袭击; 适用于

go in for 爱好; 从事, 致力于

go into 进入; 研究, 讨论; 从事; (时间、精力等) 被用于

go off 爆炸; 不再喜欢; (电等) 停止运行

go on 发生, 进行; 继续; (时间) 过去; (灯) 亮, 开始运行

go out 外出(尤指参加社交活动); 过时; (灯) 熄灭

go over 检查, 审查; 复习, 温习

go through 经历, 经受, 遭到; 完成, 做完; 详细检查; 被通过, 被批准

go under 下沉, 沉没; 失败, 破产

go up 上升, 增长; 被炸毁; 建起, 兴建
go with 伴随; 与……相配; 附属于
go without 没有……也行
to go 剩下的, 未完成的
as good as 和……几乎一样, 实际上等于
do sb. good 对……有好处
for good 永远, 一劳永逸
take for granted 想当然, 认为理所当然
grind on 坚定地、无情地向前移动
grind out 生拼硬凑地写出
come/get to grips (认真) 对付 (处理)
gain ground 进展, 占优势
get off the ground 开始, (使) 取得进展
on (the) grounds of 根据, 以……为理由
grow into 长成, 变成
grow on 越来越被……喜欢
grow out 发芽
grow out of 产生于; 因长大而不再做
grow up 长大, 成熟; 形成, 发展
guard against 防范, 防止; 警惕
off one's guard 没有提防的
on one's guard 站岗, 值班; 警惕, 提防

H

do sth. by/out of habit 出于习惯做某事
fall/get out of the habit of 解除……的习惯
in the habit of 有……的习惯
make sb's hair stand on end 使人毛骨悚然
in half 成两半
go halves 均摊费用
hammer away at 努力做
hammer out 竭力想出 (解决办法等)
at hand 在手边, 在附近
by hand 用手, 用体力
change hands 转手, 转换所有者
hand back 归还, 交还

hand down 把……传下来, 传给, 往下传

hand in 递交, 交上

hand in hand 手拉手, 携手; 同时并进到, 密切关系到

hand on 把……传下去, 依次传递

hand out 分发, 散发

hand over 交出, 移交

have one's hands full 忙得腾不出手来

in sb's hands 在某人掌握中, 在某人控制下

in hand (工作等) 在进行中, 待办理; 在控制中

join hands 联手, 携手

lend sb. a hand 帮助某人, 协助某人

on hand 现有, 在手边

on (the) one hand.../on the other hand 一方面……, 另一方面

out of hand 无法控制; 马上, 立刻

take/have a hand in 参与, 介入

wash one's hands of 洗手不干; 对……不负责任

hang about/around 闲荡, 徘徊, 闲呆着

hang on 坚持, 抓紧不放; 等待片刻, (打电话时) 不挂断; 有赖于, 取决于

hang on to 保留 (某物); 紧握住, 坚持下去

hang together 团结, 同心协力; 一致, 相符

hang up 挂断电话; 悬挂, 挂起 (过去式为 hung up)

as it happens 碰巧, 偶然

come to no harm 未受到危害

do harm to 对……有害

in/out of harmony with 与……协调一致/不协调; 与……和睦相处/不和睦

in haste 急忙, 慌忙

above/over one's head 难以理解

come to a head (事情等) 到达危急关头

head for 驶向, 走向, 向……前进

head on 迎头, 迎面

head over heels 头朝下; 完全地, 深深地; 匆匆地

keep one's head 保持冷静

lose one's head 不知所措

put one's heads together 集思广益, 共同策划

be in good/poor health 身体健康/不好

at heart 在内心, 实质上

break one's heart 使某人伤心

by heart 牢记, 凭记忆
from the bottom of one's heart 从内心深处
get/learn by heart 记住, 背诵
heart and soul 全心全意
in one's heart of hearts 在内心深处
lose heart 丧失勇气, 失去信心
set one's heart on 下决心做
take heart 鼓起勇气, 振作起来
take...to heart 对……想不开, 为……伤心/烦恼
to one's heart's content 尽情地
like hell 拼命地, 极猛地
the hell (用以加强语气) 究竟, 到底
to hell with sb./sth. ! 让……见鬼去吧!
help out 帮助解决难题 (或摆脱困境)
here and now 此时此地
here and there 各处, 到处, 处处
neither here nor there 不相干的, 不重要的
make history 做出值得载入史册的事情
hit back 抵抗, 反击
hit on/upon 忽然想起; 无意中发现
catch/get/take hold of 抓住, 得到
hold back 踌躇, 退缩; 阻挡, 抑制; 保守 (秘密等), 隐瞒
hold down 阻止 (物价等) 上涨; 压制, 控制; 保持住 (工作等)
hold forth 滔滔不绝地讲
hold off 推迟, 拖延; 阻止, 抵挡住
hold on 坚持住, 握住不放; 继续; (打电话) 请等一下, 不要挂断
hold on to/onto 坚持, 紧紧抓住
hold out 伸出; 维持, 保持; 坚持 (要求), 不屈服
hold over 延缓, 推迟
hold together 团结在一起; 订在一起
hold up 坚持, 支撑; 延迟; 举出, 展示; 抢劫
hold with 赞成, 赞同
at home 在家, 在家乡, 在国内; 舒适, 无拘束; 精通, 熟悉
bring home to sb. sth. 使某人清楚某事, 使明白某事
at home and abroad 国内外
do the honors 尽地主之谊; 招待宾客
in honor of 为纪念, 向……表示敬意

on/upon one's honor 以名誉担保
hook up 连接上电源；(to) 将……（与……）连接起来
off the hook 脱离困境；（电话听筒）未挂上
on the horizon 即将发生的
on the hour 在整点时刻
bring the house down 赢得观（听）众的欢呼声（掌声）
keep house 管理家务，做家务
on the house 由店家出钱，免费
hunger for/after 欲望，渴望得到；急需……
hurry up （使）赶快，迅速完成
in a hurry 匆忙地，急于

I

break the ice 打破僵局
on thin ice 如履薄冰，处境极其危险
improve on/upon 改进
in that 因为，原因在于
on the increase 正在增长，不断增长
on one's own initiative 主动的
take the initiative 采取主动，主动做某事
inquire after 问起（某人情况），问候
inquire into 调查，探究
inside out 里面朝外；彻底地
for instance 例如，举例说
in the first instance 首先，起初
instead of 代替，而不是
in the interests of 为了……的（利益）
at intervals 不时，每隔一段时间（距离）
iron out 消除（困难等）
by itself 自动地，独自地
in itself 本质上，就其本身而言

J

join in 参加，加入
join up (with) 参军；（与……）联合起来，汇合
out of joint 脱臼；出了问题，处于混乱状态

just about 差不多, 几乎

bring to justice 把……交付审判, 使……归案受审

do justice to 公平对待, 公正地评判

K

keep at 继续做

keep back 阻止, 阻挡; 隐瞒, 保留

keep down 控制, 使处于低水平; 压制, 镇压; 放低声音

keep from 使……不(做); 阻止, 抑制

keep off 不接近, 避开

keep on 继续不断, 保持

keep to 遵守, 信守; 坚持, 保持

keep up 保持, 维持; 继续进行, 坚持

keep up with 向……看齐, 跟上……, 不落后

key in 键入(数据等)

kick in 踢开, 踢掉

kick off 开始, 开球

kick out 开除, 撵走

kick up 引起, 激起

in kind 以实物(偿还); 以同样的方法; 本质上

kind of 有点儿, 有几分

of a kind 同类的; 徒有虚名的

bring...to one's knees 使……屈服

knock about/around 到处游荡; 粗暴地对待

knock down 撞倒, 击倒; 杀(价), 降(价); 拆除

knock off 下班, 停止(工作); 迅速而不费力地做成; 从(价格等中)减去

knock on 敲击

knock out 拳击中的击倒, 击昏

knock over 打翻, 撞倒

get to know 开始了解

be known as 被认为是, 被称为

know better (than) 很懂事, 明事理(而不至于)

to one's knowledge 据……所知

L

lack of 缺乏, 缺少, 无

lap up 欣然接受
 at large 一般, 大体上; 详尽地, 充分地
 by and large 大体上, 总的来说
 at the latest 最迟
 of late 近来, 最近
 later on 以后, 后来
 laugh at 因……而笑; 嘲笑
 laugh off 用笑摆脱, 对……一笑置之
 lay aside 把……搁置一边; 留存, 储藏
 lay down 放下, 交出; 制定, 拟定, 规定
 lay off (暂时) 解雇; 停止做, (临时) 休息
 lay on 涂抹; 提供; 安排
 lay out 安排, 布置; 设计; 摆出, 铺开, 陈列, 展示
 lay over 作短暂停留
 lay up 使卧床不起
 lead up to (向上) 一路通过; 作为……的准备
 leaf through 翻阅, 浏览
 turn over a new leaf 翻开新的一页, 改过自新
 in league (with) (与……) 密谋, (与……) 联合
 lean against/on/upon sth./sb. 依靠某物 (或某人)
 by/in leaps and bounds 极其迅速地
 at least 至少
 least of all 最不, 尤其不
 in the least 一点, 丝毫
 not in the least 丝毫不, 一点不
 to say the least (of it) 最起码, 至少可以说
 leave...alone 让……独自呆着; 不打扰, 不干预
 leave...behind 留下, 忘记带; 把……撇在后面
 leave off 停止, 中断
 leave out 遗漏, 略去; 把……排除在外
 ask for leave 请假
 on leave 在假期, 休假中
 take (one's) leave of 向……告辞
 at leisure 有空, 闲暇; 从容不迫地, 不慌不忙地
 lend itself to 适合于
 at length 详细地; 终于, 最后
 go to great lengths 竭尽全力

no less than 决不少于, 多达; 不但是

let alone 不干涉, 不打扰; 更不用说

let down 放下, 降低; 使失望

let go of 放开, 松开

let in 让……进入, 放……进来

let off 放(炮、烟火), 开(枪); 宽恕, 从宽处理

let out 放出, 释放; 发出

let up 减弱, 放松, 停止

level off/out (转而) 做水平运动; (物价等升或跌之后) 呈平稳状态

at liberty 自由的, 不受囚禁

live a lie 过骗人的生活; 过虚伪的生活, 做人虚伪

tell a white lie 说无恶意的谎言

lie behind 为……的理由

lie down 躺下; 屈服, 顺从

lie in 在于, 位于; 躺在

bring to life 使复活, 给……以活力

come to life 苏醒过来, 开始有生气

for life 一生, 终生

bring to light 揭露

cast/throw light on/upon 使明白, 阐明

come to light 暴露, 成为人人皆知的

in the light of 鉴于, 由于

light on 偶然碰见; 突然降临

light up 照明, 点燃; 容光焕发

in line 成一直线, 排成一行

in line with 与……一致, 按照

line up 排队, 使排成一行

on line 联机的

out of line 不成一直线; 不一致, 出格

link up 连接起来; 会合

a little 一点儿, 一些, 少许

little by little 逐渐地

quite a little 相当多, 不少

live off 依赖……生活

live on 靠……生活, 以……为食

live out 活过(某一段时间); 实践

live through 度过, 经受过

live up to 遵守(诺言、原则等); 无愧于, 不辜负(期望)

live with 与……在一起生活; 忍受, 忍耐

on loan 暂借的(地)

lock in 把……锁在屋里, 禁闭

lock up 将……锁藏; 把……监禁起来

log in 进入计算机系统

log out 退出计算机系统

as long as/so long as 只要, 如果; 既然

before long 不久以后

for long 长久地

no longer 不再, 已不

so long 再见

look after 照料, 照顾, 照管; 注意, 关心

look ahead 向前看, 考虑未来

look around/round 环顾; 游览

look at 看, 注视; 看待

look back (on/upon) 回顾, 回想, 记起

look down on/upon 看不起, 轻视

look for 寻找, 寻求; 盼望, 期待

look forward to 盼望, 期望

look in 顺便看望, 短暂访问

look into 调查, 过问; 窥视

look like 长相特征是; 看来像要

look on 旁观, 观看

look out for 留神, 注意, 提防, 警惕

look over 把……看一遍, 把……过目; 检查, 查看, 调查

look sth. up (在字典或参考书中) 查阅, 查检

look through 仔细查看, 浏览, 温习; 详细核查

look to 照管, 留心; 指望, 依靠

look up (在词典中) 查找; 好转; 看望, 拜访

look up to 尊敬, 敬仰

look upon 看; 看待, 看做

lose oneself in 沉湎于; 专注于

at a loss 困惑, 不知所措

lots of 大量, 很多

cast/draw lots 抽签

love at first sight 一见钟情

in luck 运气好

out of luck 运气不好

M

be mad about sb./sth. 狂热地迷恋某人（或某物）

like mad 疯狂的，拼命的

in the main 大体上，基本上

be made up of 由……构成，由……组成

make believe 假装，假扮

make for 走向，驶向；有助于，有利于

make into 把……做成；使成为

make it 办成，做成，成功；赶上，及时到达

make of 理解，推断

make off 匆忙离开，逃走

make off with 偷走，携……而逃

make out 开出，填写；看出，辨认出；理解

make out of 用……制造出

make up 构成，组成；编造，虚构；弥补，赔偿；化妆；和解，重归于好

make up for 补偿，弥补

all manner of 各种各样的，形形色色的

a great/good many (of) 许多，大量

many a 许多

map out 详细制定，筹划

mark down 记下；降低……的价格，降低……的分数

mark off 划出，划分分隔

mark up 提高……的价格，提高……的分数

wide of the mark 远离目标；毫不相关，离谱

a matter of (关于……) 的问题；大约

as a matter of fact 其实，事实上

for that matter 就那事而言

no matter how 无论怎样

no matter what 无论什么

no matter when 无论何时

by all means 无论如何，尽一切可能

by means of 借助于，用

by no means 决不

beyond/above measure 无可估量, 极度, 过分
 for good measure 另外
 measure up to 合格, 符合标准
 meet with 偶然遇到; 会晤; 经历, 遭遇
 in memory of 纪念
 mend one's ways 改正错误
 not to mention 更不用说, 除……外还
 at the mercy of 完全受……支配, 任凭……的摆布
 in a mess 零乱; 肮脏; 陷入窘境
 make a mess of 把……弄糟
 mess about/around 无目的、无计划地瞎忙; 浪费时间, 闲逛; 轻率对待
 mess up 把……弄乱 (弄糟)
 mess with 打扰, 干预, 介入
 in the middle of 正在……中, 在……正中间
 in the midst of 在……的中途
 bear/keep in mind 记住
 change one's mind 改变注意
 have in mind 记住; 打算; 考虑到, 想到
 in one's mind's eye 在想象中
 make up one's mind 拿定主意, 下决心
 never mind 不用担心; 不要紧, 没关系
 to my mind 依我看, 我认为
 in a minute 马上; 片刻
 up to the minute 最新的, 最新式的
 miss out 不包括; 错过 (机会)
 by mistake 错误地, 无意中 (做错)
 mix up 混合, 搅拌; 弄错, 混淆, 搞糊涂
 at the moment 现在, 此刻, 目前
 for a moment 片刻, 一会儿
 for the moment 目前, 暂时
 in a moment 立刻, 马上
 the moment (that) 一……就
 more and more 越来越; 越来越多的
 more or less 差不多, 几乎; 大致, 大约
 no more 不再
 no more than 不过, 仅仅; 和……一样不
 the more...the more 越……越……

what is more 更重要的, 更有甚者, 而且
at most/at the most 最多, 至多, 不超过
make the most of 充分利用
get a move on 赶快, 加紧
move about/around 走来走去
move away 搬走, 离开
move in on 移近, 向……逼近
move on 继续前进; (命令……) 走开, (命令……) 不要停留
move on to 更换工作 (话题等)
move up (使) 升级, 提升
on the move 在活动, 在进行, 在前进
much as 虽然, 即使

N

be named after 以……的名字命名
in the name of 以……的名义
in nature 本质上
by nature 天生, 就其本性而言
of necessity 无法避免地, 必定地
in the neighborhood of 在……附近; 大约
neither...nor (既) 不……也不, (既) 非……也非
get on sb's nerves 惹得某人心烦
on the net 在互联网上
next to 贴近, 紧靠……的旁边; 几乎, 近于
none but 除……之外没有, 只有
none too 一点也不
follow one's nose 笔直往前; 凭直觉行事, 凭本能行事
nose about/around 搜索, 探问
poke/stick one's nose into 探问, 探看, 干预
compare notes 交换意见
of note 显要的, 有名望的
take note of 注意, 留意
for nothing 不花钱地, 不要钱地; 徒劳地
nothing but 只有, 只不过
at short notice 提前很短时间通知
every now and then/again 时而, 偶尔

just now 现在，眼下；刚才，一会儿以前

now and then 时而，不时

now that 既然，由于

get nowhere 使无进展，使不能成功

nowhere near 远远不，远不及

a number of 若干，许多

O

on occasion(s) 有时，间或

on the occasion of 在……之际

against all (the) odds 尽管有极大的困难，尽管极为不利

at odds with 与……不和，与……争吵，与……不一致

odds and ends 零星杂物，琐碎物品，琐闻

be incapable of 无法……的，不会……的

off and on 断断续续，间歇地，有时

as often as not 往往，多半

every so often 有时，偶尔

more often than not 多半，往往

all at once 突然，忽然；同时，一起

at once 立刻，马上；同时，一起

once (and) for all 一劳永逸地，永远地

once in a while 偶尔，间或

once more/again 再一次，又一次

once upon a time 从前

at one with sb. 与……一致

one another 相互

one by one 一个一个地，依次地

by oneself 单独，独自地

not only... but (also) 不但……而且……

only too 非常，极

in the open 在露天，在户外，在野外；（意见、秘密等）公开的（地）

open up 打开，张开，开放；开发，开辟

operate on 为……做手术

in operation 在生效，在起作用

bring/put into operation 实施，使生效，使运行

come/go into operation 开始运转，开工

as opposed to 与……相对；与……成对比

in order 按顺序，按次序；整齐，井然有序，处于良好状态

in order that 目的在于，为了

in order to 为了（做某事）

in short order 立刻

out of order 发生故障，工作不正常；次序颠倒，不按次序；违反会议规程的

out of the ordinary 不寻常的，非凡的

every other 每隔一个的

none other than 不是别人（或物），正是……；（强调出人意料的人或事）竟然是

other than 不同于，非；除了

ought to 应该

at/from the outset 开端，开始

at the outside 最多，充其量

outside of 在……的外面；除……以外

all over again 再一次，重新

over and above 除……之外（还），超过

over and over (again) 一再地，再三地，反复地

owing to 由于，因为

come into one's own 显示自身的特点（或价值）

hold one's own 坚守住，不退让；保持力量，不衰退

on one's own 独自，独立地

own up 坦白地承认，供认

P

keep pace with (与……) 齐步前进，(与……) 并驾齐驱

set the pace 起带头作用；决定步调，先导

pack away 把……收起来放好

pack in 停放，放弃

pack off 把……打发走；解雇

pack up 把……收起来放好；结束工作

take pains 努力，尽力，下苦功

palm off 用欺骗的手段把……卖掉

on paper 在纸上，以书面形式；在理论上

for one's part 就个人来说，至于本人

in part 部分地

on the part of 在……方面，就……而言，由……所作出的

part with 放弃, 出让
 play a part (in) 参与, 起作用; 扮演角色
 take part in 参与, 参加
 in particular 特别, 尤其
 pass away 去世, 逝世
 pass by 经过, 从……旁走过
 pass off as 充作, 被当作
 pass on 传授, 传递
 pass out 失去知觉, 昏倒
 pass over 忽视, 置之不理
 pass up 放过(机会), 放弃
 in the past 在过去
 pat on the back 赞扬, 鼓励
 pave the way (for) (为……) 铺平道路, (为……) 做准备
 pay back 偿还, 回报
 pay off 还清(债), 付清工资后遣散; 取得成功; 向……行贿
 pay out 付出(钱), 出钱
 pay up 全部付清
 at peace 处于和睦(平静)状态
 make peace 言和, 和解
 peel off 剥掉, 脱去
 to perfection 完美地, 尽善尽美地, 完全地
 in person 亲自, 本人
 phase in 逐步引入(采用)
 phase out 逐步停止使用
 pick at 吃一点点, 无食欲地吃; 批评, 指责
 pick on 走……岔子, 对……唠叨指责; 挑选
 pick out 选出, 挑出, 拣出; 辨认, 辨认出
 pick up 拾起, 捡起; (车、船)中途搭(人), 中途带(货); 获得, 学会; 增加, 改进
 go to pieces (在身体、精神、道德方面)崩溃, 垮掉
 pick/pull to pieces 严厉批评
 pile up 堆积, 积累; 搁浅
 pin down 使明确说明, 使评述; 确定, 证实
 at/in a pinch 必要时, 在紧急关头
 feel the pinch 感到手头拮据
 pitch in 协力, 作出贡献
 in place 在合适的位置

in place of 代替, 取代, 交换
in the first place 第一; 起初, 首先
take place 发生, 进行, 举行
take the place of 代替, 取代
plan on (口语) 打算
bring into play 使运动, 使运转, 启动
come into play 开始活动, 开始运转, 投入使用
fair play 公平的竞赛, 公平对待
play a part (in) 扮演角色; 参与; 起作用
play at 玩; 做(游戏等), 假扮……玩
play back 播放, 重放(唱片等)
play down 降低……的重要性, 贬低
play it safe (口语) 稳扎稳打, 谨慎行事
play off 延长比赛(或加赛)以破(平局)
play off against 使相斗
play on 利用(某人的感情、恐惧等)
play out 把(戏)演完; 把(比赛)进行到底; (使)筋疲力尽; (使)耗尽; 使破产
play up 强调, 突出, 夸大
play with fire 玩火, 铤而走险
plug in 给……接通电源; 连接
take the plunge (经过踌躇)决定冒险一试
in sb's pocket 在某人的掌握中, 受制于某人
out of pocket 缺钱的, 赔钱的
beside the point 离题的, 不相关的
come to the point 说到要点, 扼要地说
make a point of 特别注意(做某事), 重视
on the point of 正要……之际, 就要……之时
point out 指出, 指明
to the point 切中要害
poles apart 大相径庭, 完全相反
polish off (飞快地)完成
pop up 突然出现, 冒出来
pour into 川流不息地涌入
pour out 倾诉, 倾吐
bring/put... into practice 实施, 实行
in practice 在实践中, 实际上
out of practice 久不练习, 生疏的, 荒废的

put into practice 把……付诸实践
 in sb's presence 当着某人的面，有某人在场
 presence of mind 镇定自若
 at present 目前
 for the present 目前，暂时
 press on 加紧进行
 at any price 不惜任何代价，无论如何
 in print 以印刷的形式；（书等）已出版的，仍可买到的
 out of print （书等）已售完的，已绝版的
 prior to 在……之前
 in private 私下地，秘密地
 in proportion to 与……成比例
 in public 公开地，当众
 pull apart 把……拉开（拆开），被拉开（拆开）
 pull away （把……）开走，（使）离开
 pull down 拆毁，拉倒；拉下，降低
 pull in （车）停下，进站；（船）到岸
 pull off 脱（衣、帽等）；（成功）完成
 pull out （车、船等）驶出，离站；拔出，抽出，取出
 pull over 把（车）驶到路边
 pull sb's leg 拖某人的后腿
 pull through （使）渡过危机（难关），（使）恢复健康
 pull together 齐心协力，团结起来
 pull up （使）停下
 for (the) purpose of 为了
 on purpose 故意，有意
 push around 摆布，欺负
 push on 匆匆向前，继续前进
 push through 努力完成；挤过
 put across/over 解释清楚，使被理解
 put aside 储存，保留；把……放在一边
 put away 放好，收好
 put down 记下，写下；镇压，平定
 put forward 提出（意见、建议）
 put in 花费，付出（时间、精力等）；申请，正式要求
 put in for 申请
 put off 推迟，推延；阻止，劝阻

put on 穿上, 戴上; 增加(体重); 上演

put out 熄灭, 关(灯); 生产, 出产; 出版, 发布; 伸出

put through 为……接通电话, 接通(电话)

put up 建造, 搭起, 支起; 张贴, 公布; 提出, 举起, 升起, 提(价); 为……提供食宿, 投宿

put up with 容忍, 忍受

Q

in quantity 大量

beyond (all) question 毫无疑问

call in/into question 怀疑, 对……提出疑问

in question 正在考虑中, 正在议论中

out of question 毫无疑问

out of the question 不可能的, 办不到的

without question 毫无疑问, 毫无异议

jump the/a queue 不按次序排队; 插队

queue up 排队等候

R

at any rate 无论如何, 至少

at this rate 照这种情形, 既然这样

had/would rather (than) 宁愿……, 而不愿

rather than 与其……倒不如, 不是……而是

in the raw 处于自然状态的, 裸体的

read out 朗读, 宣读

in reality 实际上

bring up the rear 处在最后的位置

by reason of 由于

within reason 理智的, 合理的

reckon with 考虑, 斟酌; 处理, 对付

reconcile with 使……一致, 和谐

for the record 供记录在案, 为准确起见

off the record 不供引用的, 不供发表的, 非正式的

on record 正式记录的, 公开发表的

in the red 负债, 亏欠

see red 大怒

refer to 参考, 查阅; 涉及, 指的是……

refer to...as... 把……称为, 把……当作

with reference to 关于, 就……而论

as regards 关于, 至于

with/in regard to 对于, 就……而论

regard ...as 把……看作, 认为

regardless of 不注意, 不关心; 不顾, 不管

in the region of 在……左右, 接近

rein in 勒缰绳, 严加管束

give free rein to 对……不加约束, 放任, 给……充分自由

in relation to 关于, 涉及; 关系到

relative to 关于, 相关, 涉及

rely on 依靠, 依赖; 指望

resort to sth. 诉讼; 求助; 采取

with respect to 关于, 至于, 谈到

in response to 作为对……的反应

as a result 由于, 因此

as a result of 作为……的结果, 由于

in return (for) 作为 (对……的) 报答 (回报、交换)

in reverse 反过来, 与……相反

revolve around 旋转, 绕转, 环绕

get rid of 摆脱, 除去; 处理掉

ride out 平安度过, 经受得住

all right 令人满意的, 不错的; (健康) 良好的, 安然无恙的

by rights 按理说

in one's own right 凭本身的权利 (能力、资格等)

in the right 正确, 有理

right away 立刻, 马上

ring off 挂断电话

ring up 打电话给

rip apart 撕破, 撕开; 弄乱

rip off 迅速脱去; 撕去

give rise to 引起, 使发生, 造成

rise above 克服, 不受……的影响

rise to 起而应付, 证明能够应付

rise up 反抗, 起义, 反叛; 起来

at risk 处境危险

at the risk of 冒着……的危险

roll in 滚滚而来, 大量涌来

roll up 到达, 来到

root out 根除, 杜绝

take root 生根, 扎根; 建立, 确立

go the rounds (of) 传播, 流行

round off 圆满结束

round up 把……聚拢起来

in a row 一个接一个地, 接连不断地

rub it in 反复提及令人不快的事

in ruins 成废墟, 毁灭, 毁坏

as a rule 通常, 一般说来

rule out 把……排除在外, 排除……的可能性

in the long run 从长远看, 终究, 最终

in the short run 在不久的将来, 目前

on the run 忙碌, 奔波; 奔跑, 逃跑

run across 碰见, 撞见

run away with (感情等) 战胜, 不受……的约束; 偷走; 与……私奔; 轻易地赢得(比赛、奖品等)

run down 说……的坏话, 贬低; 停止运转, 耗尽; 减少, 缩减; 查找出, 搜索到, 追捕, 追获

run into 遭遇(困难等); 撞在……上; 偶然碰见; 共计, 达到……之多

run off 跑掉, 逃掉; 很快写出, 印出, 复印出

run off with 偷走; 与……私奔

run out 被用完, 被耗尽; 到期, 期满

run out of 用完, 耗尽

run over 在……上驶过, (撞倒并) 碾过; 把……很快地(粗略地)过一遍; 浏览, 匆匆复习; 溢出

run riot 胡作非为, 横行无忌

run through 贯穿, 普遍存在于; 匆匆阅读; 排练; 挥霍(金钱)

run to 达到

run up 积欠(账款, 财务等)

run up against 遭遇, 遇到(困难等)

run for 竞选

rush out 赶紧出去; 匆匆生产, 赶制出

S

in the saddle 在职，掌握

play (it) safe 谨慎行事，不冒险

safe and sound 安全无恙

to be on the safe side 为了安全起见

sail through 顺利通过

set sail 启航

for the sake of 看在……的份上，为……着想

for sale 待售，供出售

on sale 出售，待售；廉价出售

take... with a grain/pinch of salt 对……有保留，对……半信半疑

worth one's salt 胜任的，称职的，名副其实的

all the same 都一样，无所谓；尽管如此

the same as 与……一致，与……相同

save for 除……之外，除去

save up 积蓄，储蓄

go without saying 不用说，不言而喻

I dare say （我想）可能，（我想）是这样

to say nothing of 更不用说，何况

to say the least 至少可以说

that is to say 换句话说，也就是说

on a... scale 在……规模上，以……规模

scale down 按比例缩减

scarcely...when... 一……就……，刚……便……

behind the scenes 在幕后，不公开地

ahead of schedule 提前

on schedule 按预定时间

on that score 在那一点上，就那一点来说

scrape by/through 勉强通过

scrape together/up 费力地获得

from scratch 从头做起，从零开始

up to scratch 合格，处于良好状态

put the screw(s) on 对……施加压力，强迫

screw up 拧紧；扭歪，把……弄糟

a sea of 大量，海洋

at sea 在海上；茫然，不知所措

seal off 封锁, 封闭

in search of 寻找, 寻求

in season 应时的, 当令的, 在旺季; 及时, 合时宜的

out of season 不当令的, 不在旺季的

second to none 最好的, 首屈一指的

in secret 秘密地, 私下地

keep a secret 保守秘密

see about 办理, 安排

see off 给……送行

see out 坚持到……的终了, 完成

see through 看穿, 识破

see to 注意, 留意; 关照, 照料; 修理

see (to it) that 一定注意到, 务必……

seeing that 鉴于, 由于

seek out 找出; 挑出; 搜出

it seems (to+n./pron.)(that...) (在某人看来) 好像……; 仿佛

it seems as if/though... 看样子似乎是……

seize on/upon 利用

seize up (机器等) 卡住, 停顿

sell off 廉价出售 (存货)

sell on 使……接受

sell out 售完 (某种货物), 脱销

sell up 卖掉 (全部家产等)

send away 把……打发走

send for 派人去请, 召唤; 函购

send in 呈报, 提交; 送来

send off 邮寄, 发送

send off for 函购, 函索

send out 发送 (信函、货物等); 发出 (声音等)

send up 使上升

sense (of) 观念, 意识

come to one's senses 恢复理性, 醒悟过来; (昏迷后) 苏醒过来

in a sense 从某种意义上说

make sense 讲得通, 有意义, 言之有理

talk sense 说话有理

in sequence 依次, 逐一

a series of 一系列, 一连串

serve as 作为, 用作

serve out 分发 (食物、饮料等); 做 (或学) 到期满

serve...right 给……应有的惩罚

serve up 端上 (食物、饮料等)

set about 开始, 着手

set against 使敌视; 使反对; 使抵消

set apart 使与众不同; 拨出, 留出 (时间, 金钱等)

set aside 拨出, 留出 (时间, 金钱等); 拒绝, 不理睬

set back 推迟, 延缓, 阻碍; 使花费

set down 放下, 记下, 记入

set forth 阐明, 陈述

set in 开始

set off 出发, 动身; 使爆炸; 引起, 使发生

set out 出发, 开始; 宣布, 陈述, 表明

set out to 打算, 着手

set up 建立, 成立; 设立, 树立; 开业, 开始经营

settle down 定居, 过安定的生活; 平静下来

settle for 勉强可以

settle in/into 在新居安顿下来; 适应新环境 (新工作)

settle on/upon 选定, 决定

settle up 付清 (欠款等), 结清 (账目)

sew up 缝合; 缝好; 使确定; 确保……成功

shade in/into 逐渐变成

shake down 敲诈, 勒索; 彻底搜查

shake off 抖落; 摆脱

in (good) shape 处于 (良好) 状态

out of shape 处于不佳状况

shape up 发展顺利, 表现良好

take shape 成形, 形成

on the shelf 被搁置

in sb's shoes 处于……的地位

shoot down 击落, 击毙; 驳倒

shoot up 迅速上升

shop around 逐店选购; 搜寻, 到处寻找

cut short 突然打断, 突然中止

fall short of 达不到, 不符合

run short 用完, 耗尽

for short 简称, 缩写
in short 简言之, 总之
like a shot 立即, 飞快地
shoulder to shoulder 肩并肩地, 齐心协力地
shout down 用叫喊淹没(压倒)
shove off 起身, 离开
show off 炫耀, 卖弄
show up 暴露, 显露; 使呈现, 使醒目; 出席, 到场
shrug off 对……满不在乎, 对……不屑一顾
shut away 把……藏起来, 隔离
shut down (使)关闭; (使)停工
shut in 把……关在里面, 禁闭
shut off 切断(水、电等), 关掉, (使)停止运转
shut out 把……排斥在外
shut up 住口; 监禁
shy away from (由于害羞或恐惧)躲开, 退缩
on the side 作为兼职或副业; 暗地里
side by side 肩并肩, 一起
at first sight 乍一看, 初看起来
at/on sight 一见(就)
in sight 在望, 被见到
catch sight of 发现, 突然看见
lose sight of 忘记, 忽略
out of sight 看不见, 在视野之外
sign away/over 签字放弃
sign for 签收
sign in (使)签到, (使)登记
sign off 停止播送, 结束
sign on/up 签约雇佣或受雇
sign out 签名登记离开; 登记携出(某物)
silicon valley 硅谷
ever since 从那时起, 从那时以来
single out 挑出, 选出
sink in 被理解, 被理会
sit around 坐着没事干
sit back 在一旁闲着, 袖手旁观
sit by 袖手旁观; 坐在……旁边; 照料

sit down 坐下，就座
 sit in on 列席（会议），旁观
 sit out/through 耐着性子看完（或听完）
 sit up 熬夜，迟睡；坐直
 size up 估计，判断
 sketch out 画出……的草图；简要地叙述
 sleep off 以睡眠消除（疲劳等）
 sleep through 未被（吵闹声）吵醒
 let slip 偶然泄露（秘密）
 slip in 偷偷地溜进
 slip through 悄悄溜过（未被发现）
 slip up 疏忽，出差错
 slow down/up 放慢，（使）减速
 the small hours 凌晨时分
 smooth over 缓和，减轻
 snap out of 迅速从……中恢复过来
 snap up 抢购；抢先弄到手
 and so on/forth 等等
 ever so 非常，极其
 not so much... as 与其说是……不如说是……
 or so 大约，左右
 so and so 如此这般
 so as to 为了，使得，结果是
 so...as to 如此……以至……到……程度
 so far 迄今为止
 so so 一般的（地）；还过得去的（地）
 so that 以便，为的是；结果是，以致
 so...that 如此……以至于……
 so to speak （用做插入语）可以说；恕我直言
 soak up 吸收，摄取
 soap opera 肥皂剧
 as soon as 一……就……，刚……便……
 no sooner...than 一……就……，刚……便……
 sooner or later 迟早，早晚
 of a sort 勉强称得上的；一般的
 of sorts 各种各样的；勉强称得上的
 out of sorts 身体不适，心情不佳

sort of 有几分, 有那么点儿
sort out 整理; 弄清楚, 解决
sound out 试探, 探询
space out 把……隔断开
spare no efforts 不遗余力
to spare 过剩的, 有余的, 剩余的
so to speak 可以说
speak for 代表……讲话, 为……辩护; 证明, 表明
speak out/up 大声地说, 大胆地说
speed up 使加速
spell out 详细地说明
spin out 拖长(谈话、工作等)的时间; 使(钱)尽可能地多维持一段日子
be down in spirits 情绪低落
be in high/low spirits 情绪高涨(低落)
spit out 吐出; 愤怒地或尖刻地说
in spite of 不管, 不顾
split up 断绝关系, 离婚; 划分
sponge off (用海绵)拭去, 除去; 依赖他人生活
on the spot 在场, 到场; 立即, 当场
spot on 完成正确的(地); 准确的(地)
spread out (人群等)散开; 伸展, 延展
spring up 突然出现; 涌现
square off 把……做成正方形; (打斗等时)摆好
square up 付账, 结账
(go) on the stage 在舞台上; 现阶段
at stake 在危险中, 在危险关头
stamp on 踩在……上; 扑灭, 毁灭; 盖章于
stamp out 踩灭, 消灭
stand by 支持(决议等); 帮助, 站在……一边, 支持; 做好准备, 准备行动; 袖手旁观
stand down 退出(比赛或竞争), 退下
stand for 是……的缩写, 代表, 意味着; 主张, 支持; (用于否定句、疑问句)容忍, 接受
stand in 代替, 代表, 作替身
stand off 与人疏远; 避开
stand out 杰出, 出色; 引人注目, 清晰地显示
stand up 站起来; (论点、论据等)站得住脚
stand up for 支持, 维护, 保护; 为……辩解
stand up to 勇敢地面对, 抵抗; 经得起, 顶得住

start off 出发，动身；（使）开始从事
 start on 开始进行，着手处置
 start out 出发，动身；开始时打算，本来想要
 start up 创办；开动，发动
 to start with 首先，开始，第一
 stay on 继续停留；继续留下，保持
 stay out 不在家，外出；避开，不参与
 stay put 留在原地
 stay up 不睡觉，熬夜
 steam up （使）蒙上水汽；使愤怒
 steer clear of 绕开，避开
 in step 同步，合拍，协调
 out of step 不合拍，不协调
 step aside 让开，走开；让位
 step by step 逐步，循序渐进地
 step in 开始参与，介入
 step up 提高；加快，加速
 stick around 等在旁边，留下等待
 stick at 继续努力做，坚持干
 stick by 忠于，对……真心；坚持，维护（原则等）
 stick out for 坚持要
 stick to 坚持，忠于，信守；粘贴；紧跟，紧随
 stick together 团结一致，互相支持
 stick up for 坚持，为……辩护
 stick with 紧随；继续从事
 stir up 激起，挑起
 in stock 有现货的，有库存的
 out of stock 无现货的，脱销的
 stock up 储备，囤积
 take stock of 对……估价，判断
 stop by （顺便）过访，串门
 stop off/over 中途停留
 in store 储藏着，准备着；必将到来，快要发生
 set store by 重视，尊重
 straight away/off 立刻，马上
 in strength 大量地
 on the strength of 基于……，根据……，凭借……

at a stretch 不停地, 连续地
strike off 删去, 除名
strike out 独立创新路, 开辟(道路等)
strike up 开始(谈话、相识等)
pull the strings 在幕后操纵
string along 欺骗, 愚弄
string along with 跟随
string out (使)排列成行; 延长, 拖延
strip off 剥去; 脱去; 夺去
in substance 本质上, 基本上
as such 就其本身而论
such as 诸如, 像……那样的, 例如
suck up 奉承, 拍马屁
all of a sudden 突然, 冷不防
suffer with 同……一起受苦; 患……病
commit suicide 自杀
in sum 总而言之
sum up 总结, 概括
to sum up 总而言之, 总之
in summary 概括地说, 总结起来说
for sure 确切地, 肯定
make sure 查明, 确定; 务必
sure enough 果然, 毫无疑问
take...by surprise 使吃惊, 使感到意外; 奇袭, 使措手不及
in surprise 惊奇地
to one's surprise 使……吃惊
swear by 极其信赖; 对……发誓
swear in (常用被动语态) 使宣誓就职
swear off 保证戒掉, 放弃
in full swing 正在全力进行中
switch off (用开关) 关掉
switch on (用开关) 开启

T

on the table 提交讨论; 留待日后讨论
turn the tables 扭转形势; 转败为胜

tag along 尾随，跟随

tail off 变得越来越小（少、弱）

take after（在外貌、性格等方面）与（父、母）相像

take against 反对；不喜欢，不赞成

take apart 拆卸，拆开；分析，批判

take away 减去；消除，消耗

take back 拿回；收回；带回；使回忆起

take down 拆卸，拆开；记下，写下

take...for granted 认为……理所当然，把……看成，相当然；轻信

take in 接受，吸收；领会，理解；欺骗

take off 脱下；匆匆离开；起飞

take on 呈现，具有；开始雇佣，聘用；承担，从事

take out 带……出去（吃饭或看电影等）；（通过申请等）取得；拿出

take over 接管，接办；承袭，借用

take up 开始从事；占去，占据；接纳，吸收

take to 开始喜欢，对……产生好感；开始沉湎于，形成……的习惯

talk back 顶嘴；抬杆

talk down to 以居高临下的口气说话

talk over 讨论，议论

talk sb. into sth. 说服（某人）做（某事）

talk sb. out of sth. 说服（某人）不做（某事）

team up（使）结成一对；（使）合作

in tears 流着泪，含泪，在哭着

tear apart 把……批评得体无完肤；彻底搜查（某处）

tear at 撕，扯

tear (oneself) away（使）勉强离去；忍痛舍去

tear down 拆掉，拆除

tear into 攻击，抨击

tear up 撕成碎片，撕毁；取消（协议、契约等）

tell apart 区分，辨别

tell off 责备；分派，指派

lose one's temper 发怒，发脾气

tend to 倾向

come to terms 妥协，和解

in terms (of) 依据，按照，从……方面来说；用……措词

keep on good terms with 同……保持良好关系

thanks to 幸亏，由于

in that 既然；因为

so that 为的是，使得；结果是，以致

that is (to say) 就是说，即

but then 但另一方面

and then 而且，其次，于是，然后

then and there/there and then 当场，当即

all things considered 从各方面考虑

for one thing...(for another thing...) 首先……（再者……）

have a thing about 对……有偏见

make a thing of/out of 对……小题大做

think back (to) 回想，回忆

think better of 改变主意，重新考虑

think of 想起，想到；考虑，关心；想一想

think of ... as...把……看成

think out 仔细考虑；想出，设计出

think over 仔细考虑

think through 彻底地全面考虑

think up 想出，设计出

as though 好像

through and through 完全地，彻底地

through thick and thin 不顾艰难险阻，在任何情况下

throw away 扔掉，抛弃；错过（机会），浪费（金钱等）

throw in 外加，额外奉送

throw off 摆脱掉；轻易做出

throw oneself into 投身于，积极从事

throw up 呕吐；产生（想法）

be all thumbs 笨手笨脚

tick away/by（时间一分一秒地）过去

tide over 使度过（困难时期）

tidy away 收起（某物），放好

tie down 限制，牵制

tie in with 与……一致，配合

tie up 捆牢，拴住；使（钱等）难以动用，阻碍

tighten up 使紧密；加强

ahead of time 提前

all the time 一直，始终

at a time 每次，一次

at all times 随时，总是
at no time 从不，决不
at one time 同时，曾经，一度
at the same time 但是，然而；同时
at times 有时
behind the times 过时的，落后的
for the time being 眼下，暂时
from time to time 有时，不时
have a good time 玩得愉快
in no time 立即，马上
in time 及时，适时地
on time 准时
once upon a time 从前
take one's time 不急不忙，从容进行
time after time/time and again 屡次，一再
time out（体育）暂停比赛时间；休息；时间到了
tip sb. off 向某人透露消息，暗中通知某人
tire out 使疲劳不堪
toe the line 服从，听从
together with 同……一起，连同
by the same token 由于同样原因，同样地
tone down（使调子）缓和；使（言辞）温和；收敛
on top 处于优势，在……之上
on (the) top of 在……之上
top up 装满（部分已空的容器）
in total 总共
in touch with 与……保持联系，接触
keep in touch 保持联系
out of touch with 与……失去联系；不接触
touch down 降落，着陆
touch off 使爆炸；触发
touch on/upon 关系到，涉及
touch up 润色，改进
keep track of 与……保持联系；通晓事态，注意动向
lose track of 失去与……的联系，不能跟上……的进展
track down 跟踪找到，追查到
trade in 以（旧物）贴换同类新物；出售；经营

trade off 换掉; 放弃……以换取他物
trade on/upon (为达到利己目的而) 利用
trail along 没精打采(跟在后面) 走
trail away/off 逐渐减弱, 缩小
treat of 探讨, 论述
trip up 把……绊倒, 失足; (使) 犯错是无误, (使) 失误
in trouble 陷入困境
come true (预言、期望等) 实现, 成为事实
in truth 实际上, 的确
tell the truth 据实直言
try on 试穿
try out 试验, 试用
try out for 角逐; 参加……的选拔; 尝试
in tune (with) (与……) 协调, (与……) 一致
out of tune (with) (与……) 不协调, (与……) 不一致
to the tune of 达……之多, 共计
tune in (to) 收听, 收看
by turns 轮流, 交替地
in turn 依次, 轮流; 转而, 反过来
take turns 依次, 轮流
turn away 把……打发走, 回绝
turn back (使) 折回, (使) 返回
turn down 关小, 调低; 拒绝, 不接受
turn in 交出, 上缴; 转身进入, 拐入; 上床睡觉
turn into 变成
turn off 关掉, 断开; 拐弯, 叉开
turn on 接通, 打开
turn out 制造, 生产; 证明是, 结果是; 驱逐, 使离开; 关掉, 熄掉
turn over 翻过来, 翻倒; 移交, 转交; 反复考虑
turn round (使) 转身; (使) 转换方向; (使) 好转; (使) 倒转
turn to 变成; 求助于, 借助于
turn up 开大, 调大; 出现, 发生

U

up to 大至, 多至; 达到; (质量) 达到; (身体条件、健康状况) 适应……的, 胜任……的
in use 在使用着, 在用着

make use of 利用，使用
 out of use 没有人在用的，不再被用的
 put to use 使用，利用
 use up 用完，花完
 be/get used to doing sth. 习惯于做某事
 used to 过去常常，一直
 as usual 像平常一样，照例
 do one's utmost 竭力，尽全力

V

in vain 徒劳，枉然
 a variety of 种种，多种多样
 joint venture 合资企业
 vice versa (拉丁语) 反之亦然
 in view of 鉴于，考虑到
 with a view to 为了，为的是
 by virtue of 由于，借助
 vote against sb./sth. 投票反对某人/某物
 vote for sb./sth. 投票赞成某人/某物
 vote in sb. 投票选出某人；投票使某人当选

W

wait for 等待
 wait on 服侍，招待
 in the wake of 紧紧跟随；随着……而来，作为……的结果
 wake up 醒来；唤醒，弄醒；使认识到；激起，引起
 wake up to 认识到，意识到
 walk away/off with (在比赛中) 轻易获胜，轻易赢得；顺手带着，偷走
 walk on 继续走
 walk out (为表示抗议而) 突然离去；罢工；抛弃，舍弃
 walk over (俗语) 虐待，欺负，亏待
 walk up 沿着……走
 wall in 筑墙围住
 ward off 防止，避开，挡开(危险、疾病等)
 warm (v.) to sb. 温暖某人；对……产生好感

warm up (使) 暖起来; (使) 活跃起来; (使) 做准备活动, (使) 热身

wash out 洗净 (污点或色迹); (使) 洗得褪色

wash up 洗 (餐具); 洗脸, 洗手; (浪头) 将……冲上岸

waste away 日趋消瘦, 日渐衰落

watch out (for) 提防, 留神, 密切注意

wave aside 对……置之不理

all the way 一直, 完全

by the way 顺便提一下, 附带地说说

by way of 经由, 经过; 作为, 当作; 通过……方式

give way 让路; 让步, 屈服; 坍塌, 倒塌

go out of one's way 特地, 不怕麻烦地

in no way 决不

in the way of 妨碍人的, 挡道的

in one's way/in the way 妨碍, 阻碍

lead the way 带路, 引路

make one's way 前进, 行进

make way 开路, 让路

no way 无论如何不, 不可能

one way or another 以某种形式

out of the way 被处理好, 得到解决; 偏远的, 难以达到的

under way 在进行中

wear away 磨损, 磨去; 消磨, 流逝

wear off 渐渐减少, 逐渐消失

wear out 穿破, 磨损, 用坏; (使) 疲乏, (使) 厌倦, (使) 耗尽

worn out 破旧不堪的; 疲惫不堪的, 筋疲力尽的

under the weather 不舒服, 有病

carry weight 有分量, 有影响

gain weight 增加体重

lose weight 减肥

pull one's weight 干好本职工作, 尽力

throw one's weight about/around 滥用权势, 耀武扬威

as well 同样, 也

as well as 既……又……, 除……之外还……

just as well 没关系, 无碍, 不妨

may as well 还不如, 不妨

what about (征求意见时用) 怎么样

what if 如果……将会怎样, 即使……又有什么要紧

whether...or 是……还是……, 不管……还是……

all the while 始终

for a while 暂时, 一时

once in a while 偶尔, 有时

after a while 过了一会儿, 不久

whip up 激起, 煽动; 迅速做好

as a whole 作为一个整体, 整个看来

on the whole 总的来说, 大体上

why not 为什么不; 当然, 好啦

go wild 狂怒, 狂热

at will 任意, 随意

win out/through 获胜, 成功

win over 说服, 把……争取过来

in the wind 即将发生

wind up 上发条; 结束, 停止

in the wings 已准备就绪的, 在等待之中的

wipe out 擦去, 擦净; 彻底摧毁, 消灭, 毁灭

at one's wits end 智穷计尽; 全然不知所措

no wonder 并不奇怪, 不足为奇

in a word 总而言之, 一句话

in other words 换句话说, 也就是说

put in a (good) word for 为……说好话

word for word 逐字地

keep one's word 守信用

break one's words 食言, 失信

eat one's words 认错道歉

at work 在工作, 在干活

work at/on 从事于, 致力于

work off 消除, 去除

work out 解决, 算出; 理解, 弄懂; 想出, 设计出, 制定出; 产生结果

work up 激发, 激起; 逐渐上升, 向上爬

out of work 失业

in the world 到底, 究竟

what is worse 更糟的是

at (the) worst 在最坏的情况下

be worthy of 值得的, 应得的

be wound up 精神紧张的, 焦躁不安的; 恼怒的

wrap up 包装好, 包起来

write down 记下

write off 取消, 勾销, 注销

go wrong 发生故障, 出毛病; 出错, 犯错误

in the wrong 有错, 负有责任

Y

year after/by year 年年

and yet 可是, 然而

as yet 迄今

附录 B 参考资料

We are grateful to the following resources

http://www.kui.cc/Engks/2010_5_14/419995.html

<http://www.wired.com/opinion/2013/05/an-insiders-view-of-the-hype-and-realities-of-3-d-printing>

<http://www.businessnewsdaily.com/4662-ugly-workers-treated-badly.html>

<http://www.theatlantic.com/health/archive/2013/06/is-obesity-really-a-disease/277148/>

<http://www.popmatters.com/feature/171263-the-new-digital-age/>

<http://language.chinadaily.com.cn/portal.php?mod=view&aid=793>

<http://www.theatlantic.com/events/archive/2013/06/innovation-the-history-of-a-buzzword/277067/>

<http://www.economist.com/blogs/prospero/2013/02/future-bookstore>

<http://wenku.baidu.com/view/9f3e5618fad6195f312ba6c9.html>

<http://news.bbc.co.uk/2/hi/8411329.stm>

<http://www.common sense media.org/advice-for-parents/digital-life-our-kids-connected-culture>

http://news.illinois.edu/news/13/0416microbatteries_WilliamKing.html

<http://wrestlingaddictedmommy.com/2013/05/mudbuddy-new-ipad-book-for-children/>

<http://uk.reuters.com/article/2013/04/28/uk-britain-fashion-beckham-idUKBRE93R0DG20130428>

<http://www.cam.ac.uk/research/news/polluted-stellar-graveyard-gives-glimpse-of-our-solar-system-after-suns-implosion>

<http://www3.economist.com/blogs/prospero/2013/04/japanese-outsider-art>

<http://www.economist.com/news/special-report/21577189-investment-banking-faces-leaner-humbler-future-says-jonathan-rosenthal-though>

<http://www.voanews.com/content/insect-can-fill-gap-in-diets-says-un/1660218.html>